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ABSTRACT

This volume discusses (1) ways of introducing authentic language experiences; (2) the challenge to foreign language teachers and the status of the profession; and (3) communication both within the profession and with the general public. Revitalization of the Classics and ways of introducing authentic language via film, theater, music, and student exchanges are addressed in five essays. Factors which affect the professional tasks of foreign language teachers include student, teacher, and public attitudes and expectations. Educational and enrollment trends that affect the profession are covered, and directions in the education of prospective teachers and practicing teachers are discussed. Responsibilities of professional organizations in dealing with matters of articulation and standardization are considered, and the need to keep the public appraised of the relevance of foreign languages to their lives is emphasized. Possible sources of assistance outside the profession in getting the message to the public and methods of communicating to the public are discussed. (SW)

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NORTHEAST CONFERENCE

25 YEARS

1978

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About the Northeast Conference

It began in 1954 as an outgrowth of the Yale-Barnard Conference on the Teaching of French. During its twenty-five years, the focus of the annual Conference has been on effective learning of languages, all those commonly taught in this country, ancient and modern, including English as a second language. In preparation for each annual Conference, Working Committees meet at intervals during the year, writing successive drafts of Reports published as *Reports of the Working Committees,* which serve as the basis for the Conference discussions. In order that the discussions may be judiciously based on the *Reports,* they are mailed to Conference preregistrants a month in advance of the Conference.

In addition to the Working Committee general sessions, there are showings of teaching films, workshops, and exhibits of textbooks and other teaching aids. The Conference is sponsored by hundreds of schools, colleges, and educational associations. Representatives of those sponsoring institutions form an Advisory Council, which has a meeting at the end of each Conference.

Over the years the Conference has become the largest and most influential gathering of foreign language teachers in the country. Some twenty-five hundred teachers from across the nation and many foreign countries now attend each annual meeting. The Northeast Conference has encouraged and aided the formation of other similar regional associations: the Southern Conference in 1965 and the Central States Conference in 1968.

The Conference has four awards: the Donald D. Walsh Foreign Language Research Grant, the annual Stephen A. Freeman Award for a published article on teaching techniques, the Foreign Language Advocate Award, and the Award for Distinguished Service and Leadership in the Profession. The first ten recipients of this award have been Stephen A. Freeman of Middlebury College, Nelson Brooks of Yale University, Harry L. Levy of Fordham University, Robert G. Mead Jr. of the University of Connecticut, Freeman Twaddell of Brown University, Emma Birkmaier of the University of Minnesota, Donald D. Walsh of the Northeast Conference, Theodore Andersson of the University of Texas, Wilmarth H. Starr of New York University, and Kenneth W. Mildenberger.

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NEW TEACHERS
NEW PUBLICS

Reports of the Working Committees
Warren C. Born, Editor
Thomas H. Geno, Chairman

1978

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The Northeast Conference is an Organizational Member of the American Council on the Teaching of Foreign Languages and a Member Organization of the National Federation of Modern Language Teachers Associations.

Credo

We believe:

(1) That experience with and in a second language is intellectually beneficial to all American students;

(2) That the study of a second language enables students to acquire an understanding of the nature of language and human communication;

(3) That the students' command of English vocabulary and structure will be enriched by the study of a second language, especially one linguistically related to English;

(4) That by learning to express themselves in another lanugage, even if only in a rudimentary fashion, students become more appreciative and more tolerant of the communication efforts of those for whom English is a second language;

(5) That the study of a second language and its corresponding cultures makes American students more aware of the ideas, activities, and attitudes of the non-English-speaking world;

(6) That in our pluralistic world society, the ability to communicate in a second language will broaden students' career opportunities;

(7) That in a period of expanding leisure time, both during one's productive years and at retirement, the ability to use a second language increases opportunities for personal fulfillment at home and in society;

(8) That second language learning is most effective when begun at an early age and most lasting when the product of a long sequence of guided study;

(9) That second language skills are best maintained through repeated, informal contacts with that language via the media, reading, travel, and personal contact;

(10) That enthusiastic, creative, and committed teachers enhance the effectiveness of second language acquisition and appreciation.

Battling Language Chauvinism[*]

Paul Simon

U.S. Representative (Illinois)

A little-known part of a major East-West pact, the Helsinki accords of 1975, commits the United States and other nations signing the agreement to the encouragement of the study of foreign languages and cultures. It's about time. Anyone who has followed education over the past 10 years knows that in the United States we are in a steady slide toward the opposite end of the foreign studies spectrum. Ninety percent of U.S. colleges and universities have no language requirement for admission. And in high school, less than 24 percent of the students study another language, compared with 34 percent in 1965. The big push that erupted with the launching of Sputnik in 1958 has quietly disappeared now that we have placed a man on the moon and reestablished our image of technological superiority.

And yet we live in a global community in which it is sheer folly to take the "let them learn English" attitude we have consistently adopted. The scholars and businessmen of other nations are shocked by our lack of effort—not because they are affronted, but because they see us turning our backs on what could be a sure way of improving our image and position in the world.

To meet this need we now have in operation the International Education Act of 1966, highly acclaimed upon passage but never funded; the Language Development Program of the National Defense Education Act funded at roughly the same level for 10 years, with no adjustments for inflation; and the Fulbright-Hays exchange program, which until this year had suffered a 30 percent decrease in real funding over a decade because of the same lack of inflation adjustment.

What fruit has all this yielded for the United States? Very little. The journalists on whom most of us rely for information about other countries frequently lack an adequate knowledge of the areas in which they work. Most of the top management positions in U.S. companies operating abroad are held by foreign nationals, since not enough American executives speak the languages of host countries. And our government sends foreign service officers to represent our country in nations where they do not understand the official language.

For years after we began our involvement in Southeast Asia, we had to rely on French data and experts for information on the area because there was not one American-born specialist on Vietnam, Laos, or Cambodia in an American university. If we had had Americans who better understood the culture and history of that area of the world, perhaps we might have been more aware of the dangers of our policies.

How then do we shake the nation into realizing the need to turn things around? At least some measure of hope may be found in the provisions of the 1975 Helsinki agreement. As a member of the Commission on Security and Cooperation in Europe, I suggested to the Commission, which has as its sole function the oversight of the Helsinki accords, that we request of President Carter that he appoint a commission of six months' duration to take a look at what we are doing and not doing in the field of studying foreign languages and cultures. Thanks in large measure to the strong backing particularly of Senator Claiborne Pell of Rhode Island, Representative Dante Fascell of Florida, and Representative Millicent Fenwick of New Jersey, the Commission went on record in favor of the idea. I then met with President Carter, who indicated a genuine interest and later formally informed us of his approval of the idea. At the time of this writing, the commission has not yet been appointed, but it probably will have been appointed by the time this magazine is in print. The short-term Presidential commission is to focus on the problem of our foreign language deficiencies and to suggest remedies for the future.

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[*] Reprinted with permission from v.9, n.11 (November 1977), *Change* Magazine (November 1977, New Rochelle, N.Y.), p. 10.

Actually spearheading the efforts, at the President's request, will be Ernest Boyer, the U.S. Commissioner of Education, an advocate of improvement in our foreign studies record. Among the organizations that have shown interest and support are the Modern Language Association, the American Council on the Teaching of Foreign Languages, the Association of Departments of Foreign Languages, and the American Council on Education, and the Center for Applied Linguistics.

What this initiative involves is not just simple pedagogy. We know that the United States already possesses skills in language instruction: This past year, for instance, a team of Soviet instructors visited Buffalo, New York, to learn about our methods of teaching second languages. (All the Soviets were already fluent in English.) But through the Presidential commission we will have a renewed opportunity to begin to make good language instruction more than just an academic exercise. We can reintroduce ourselves to the nations of the world—to share humor with them, to give and receive directions, to explain and understand business contracts or treaties, to explicate our way of life, and to become familiar with other ways.

The initiative will be unprecedented. In the past, for a variety of reasons, specialists in foreign languages have not been the most politically articulate of our citizens. But if we are to succeed in making the changes that we know are possible and necessary, academicians will no longer be able to afford the luxuryy of sitting about discussing the language problem. When the commission report comes out, those who know foreign languages will have to start paying more attention to political processes—so that those who know the political processes can start making the right decisions about foreign languages.

The Helsinki Agreement and Foreign Languages

[Following is the text of the Helsinki Agreement, signed in August 1975: Preamble to Part 4, "Cooperation and Exchanges in the Field of Education"; and Subsection (d), "Foreign Languages and Civilization" (Conference on Security and Cooperation in Europe, Final Act, Helsinki, 1975: Department of State Publication 8826, General Foreign Policy Series 298).]

[*From the Preamble:*]

The participating States,

Conscious that the development of relations of an international character in the fields of education and science contributes to a better mutual understanding and is to the advantage of all peoples as well as to the benefit of future generations,

Prepared to facilitate, between organizations, institutions, and persons engaged in education and science, the further development of exchanges of knowledge and experience as well as of contacts, on the basis of special arrangements where these are necessary,

Desiring to strengthen the links among educational and scientific establishments and also to encourage their cooperation in sectors of common interest, particularly where the levels of knowledge and resources require efforts to be concerted internationally, and

Convinced that progress in these fields should be accompanied and supported by a wider knowledge of foreign languages,

Express to these ends their intention in particular:

[*From Subsection (d) Foreign Languages and Civilizations:*]

To encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation; to this end to stimulate, within their competence, the further development and improvement of foreign language teaching and the diversification of choice of languages taught at various levels, paying due attention to the less widely-spread or studied languages, and in particular:

—to intensify cooperation aimed at improving the teaching of foreign languages through exchanges of information and experience concerning the development and application of effective modern teaching methods and technical aids, adapted to the needs of different categories of students, including methods of accelerated teaching; and to consider the possibility of conducting, on a bilateral or multilateral basis, studies of new methods of foreign language teaching;

—to encourage cooperation between institutions concerned, on a bilateral or multilateral basis, aimed at exploiting more fully the resources of modern educational technology in language teaching, for example through comparative studies by their specialists and, where agreed, through exchanges or transfers of audiovisual materials, of materials used for preparing textbooks, as well as information about new types of technical equipment used for teaching languages;

—to promote the exchange of information on the experience acquired in the training of language teachers and students as well as to facilitate their participation in summer courses in languages and civilizations, wherever these are organized;

—to encourage cooperation among experts in the field of lexicography with the aim of defining the necessary terminological equivalents, particularly in the scientific and technical disciplines, in order to facilitate relations among scientific institutions and specialists;

—to promote the wider spread of foreign language study among the different types of secondary education establishments and greater possibilities of choice between an increased number of European languages; and in this context to consider, wherever appropriate, the possibilities for developing the recruitment and training of teachers as well as the organization of the student groups required;

—to favour in higher education a wider choice in the languages offered to language students and greater opportunities for other students to study various foreign languages; also to facilitate, where desirable, the organization of courses in languages and civilizations, on the basis of special arrangements as necessary, to be given by foreign lecturers, particularly from European countries having less widely-spread or studied languages;

—to promote, within the framework of adult education, the further development of specialized programmes, adapted to various needs and interests, for teaching foreign languages to their own inhabitants and the languages of host countries to interested adults from other countries; in this context to encourage interested institutions to cooperate, for example, in the elaboration of programmes for teaching by radio and television and by accelerated methods, and also, where desirable, in the definition of study objectives for such programmes, with a view to arriving at comparable levels of language proficiency;

—to encourage the association, where appropriate, of the teaching of foreign languages with the study of corresponding civilizations and also to make further efforts to stimulate interest in the study of foreign languages, including relevant out-of-class activities.

Preface

The theme of these *Reports* hardly seems to be in concert with the nationwide sentiment for a back-to-basics movement. *Caveat lector!* We have always been on target when it comes to basics; we have, however, perhaps not always communicated this fact to ourselves, our students, and to the general public.

We hope that the reader will keep in mind that *new* carries two meanings: 'brand new' and new to the beholder. Nothing can be more basic than teaching the skills of human communication, but this does not mean we should cease searching for the new in our efforts to improve instruction in those skills. We are not merely playing with words, but we are proposing that there might well be Contents, Teachers, and Publics which are new, in one way or another. Innovation can always be justified, if need be, in the light of whatever may be the current trend.

Understand that our objective is not to discard categorically the *old* in favor of the *new*. Who among us would say, for instance, that *belles lettres* are remnants of another era, and that they are no longer relevant in the foreign language classroom? Still, we ought to ask ourselves if they are the alpha and the omega of foreign language study. Have we become so tradition-bound and so professionally inbred that we can no longer cope with a different set of realities which confront us? The complexity of the contemporary civilization of which we are a part should lead us to explore constantly other paths along which we can guide our students to foreign language competency and mastery.

At the time of this writing we are waiting for a Presidential Commission to be named which will study the role of foreign languages in American education. It would appear that the winds of change are blowing kindly upon us as we approach the new decade, but those same winds came our way before, and we cannot say, in all honesty, that we harnessed their energies to our greatest advantage. After sober reflection might we be ready to accept at last the reality that second languages, like the first, do not exist in a vacuum? They are the means of communicating many things to many people—and not just one thing to a chosen few.

Representative Paul Simon strikes at the very heart of the matter by suggesting that foreign language specialists become politically articulate, that they "start paying more attention to political processes—so that those who know the political processes can start making the right decisions about foreign languages."[1] How many of us are prepared for or even interested in this eventuality?

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[1] "Battling Language Chauvinism," *Change* (November 1977), 10. For the complete text, see pp. 11-12.

If the United States fulfills its obligations vis-à-vis the 1975 Helsinki Final Act and if foreign language teachers encourage the study of foreign languages and civilizations as a part of their contribution to that obligation, the *new* aspect of the 1978 Northeast Conference Reports will not only be in harmony with the back-to-basics pedagogical trend, which may well be only too transitory, but will also be more in line with the political and survival tactics needed for ourselves and for generations of students to come in communicating with the rest of the world whose populations do not all think, act, react, and speak the way we do in these United States.

It is in the hope that we can meet this challenge that we present to you, our colleagues, *New Contents—New Teachers—New Publics* on the occasion of this 25th Anniversary celebration. It is in this context that the speeches, workshops, discussions, and activities will take place at the 1978 Conference.

I wish to express my sincerest gratitude to those who helped so selflessly in the preparation of these *Reports*, the Working Committee Chairpersons and their committees, Local Committee Chairpersons, our Editor and our Secretary-Treasurer, and the Board of Directors, all of whom gave unstintingly of their time and substance. It has been a privilege and a pleasure to work for and with such a dedicated group of colleagues.

To those who have come before and have made the Northeast Conference the success it is, we salute you. To those who will follow us, we offer the exciting challenge of the next twenty-five years. Happy Anniversary to all.

Thomas H. Geno

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New Contents

Introduction

The title of this Report is bound to raise questions. What is meant by "contents:" the grammatical and lexical basis of a given language course (which structures and vocabulary items are to be taught, and in which sequence)? the relative importance of skill-getting activities (learning grammatical patterns and vocabulary) and skill-using activities (communication via the four language skills, singly or in combination)? the thematic focus of the lessons (getting along as a tourist, an introduction to contemporary culture, an appreciation of the arts, or relating to second language speakers in the United States)? And, more importantly, what is meant by 'new:' every generation thinks its approach is original, and yet a study of the history of language teaching reveals that what is 'new' from decade to decade is frequently not the material or the method, but rather the situational context of the moment.

As we approach the 1980's, the educational climate in the United States might best be characterized by the phrase 'back-to-basics.' There is a concern for skills development, for learning goals in the cognitive domain, and for intellectual stimulation. The challenge facing teachers is how to give greater emphasis to the content and competencies which form the liberal arts curriculum while at

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the same time building on, rather than rejecting, the notable gains made in the affective domain.

THE NEW CONTENTS IN SECOND LANGUAGE COURSES: ACCENT ON AUTHENTICITY

For the purposes of the 1978 Northeast Conference, the 'new contents' in second language courses will be defined in a restricted manner, namely various ways of introducing intermediate students to authentic linguistic material and cultural experiences. This is not to imply that other new contents do not exist, or that the accent on authenticity is the only topic of major concern, but rather to give focus to a subject which might otherwise assume unmanageable proportions.[1]

Course Trends in the Commonly-Taught Languages. In the more commonly-taught languages, such as Spanish and French, teachers typically speak of three course groupings: beginning, intermediate, and advanced courses. The trends in beginning language courses have tended to fluctuate most noticeably across the past fifty years in response to new views of language and methods of instruction. Moreover, from decade to decade the beginning courses have been in the vanguard of change. Today, new contents which reflect the reawakening concern with basic skills and the growing effort to personalize learning are already apparent in many of the new beginning textbooks. In these materials, grammar is taught both inductively and deductively, vocabulary items are listed (often thematically), and the exercises grow out of situational contexts. Ample opportunity is provided from the outset for students to use the new language in meaningful communication activities.[2] Language for Communication was explored last year in the 1977 Northeast Conference Working Committee Report entitled "Language Application." Suggestions were made concerning ways to integrate communication activities into beginning-level language classes.[3]

Advanced courses, on the contrary, have tended to remain quite static in their format and content. The focus in most secondary schools and colleges has been on literature, with a few courses on cultural history and even fewer on contemporary culture. Enrollments in these advanced courses are very small in proportion to the numbers of students studying a second language. In their modest way, the new contents at this level are usually aimed at language development: commercial language skills, translation techniques, simultaneous interpretation.

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[1] For reports on curricular innovations, see for example F. William D. Love a[illegible] Lucille J. Honig, *Options and Perspectives: A Sourcebook of Innovative Foreign Language [illegible]ams in Action*, K-12 (New York: Modern Language Association, 1973); and Kathryn Buck an[illegible]ren C. Born, *Options for the Teaching of Foreign Languages, Literatures, and Cultures* (New York: ACTFL, 1978).

[2] For example, see Jean-Paul and Rebecca M. Valette, *French for Mastery* (Lexington, Mass.: D. C. Heath, 1975).

[3] See Warren C. Born, ed., *Language: Acquisition, Application, Appreciation* (New York: Northeast Conference, 1977), pp. 40-48.

It is at the intermediate level that course goals are most in need of definition, clarification, and support. It is at this point that enrollment declines are most dramatic. The problem seems to have arisen from lack of integration between the beginning-level courses on the one hand and the advanced courses on the other.

Focus on the Intermediate Level. At the 1976 annual meeting of the Modern Language Association in New York, the Division on the Teaching of Languages stressed the need for the profession to turn its attention to the intermediate-level courses, that is to say, the third-, fourth-, and fifth-year secondary school courses, and second- and third-year college courses. The concern of the Division was with second language acquisition: how best to strengthen the students' linguistic ability to handle the content of the advanced courses.

At the one extreme, some intermediate-level teachers (frequently at the secondary level) focus almost entirely on affective goals and fail to introduce sufficient linguistic challenge into mini-courses on topics such as French cooking, Flamenco dancing, Italian art, or bicycle touring through Germany. Their students are unfortunately ill-equipped to continue with advanced language courses.

At the other extreme, intermediate-level teachers (frequently at the college level) focus on the presentation of structures and vocabulary. In such courses, little distinction is made between manipulating high frequency constructions and mastering archaic literary forms; correctness in spelling is of great concern. However, high standards in the cognitive domain are undermined by a lack of attention to communication activities and affective goals. Unfortunately, students of the intensive grammar approach are often ill-motivated to continue with advanced courses.

Most teachers at the intermediate level strive to integrate language-learning activities with language-using activities, thus combining cognitive and affective language goals. The challenge at the intermediate level is to wean the students from the contrived or simplified language of the beginning level and to prepare them for the unedited, 'real' language of the advanced-level courses.

A Question for the Classics Teacher: *Quo vadis?* In the Classics, this accent on authenticity focuses on a search for one's roots: the Latin foundation of much of the English language and the Greco-Roman contributions to the civilization of the West. The back-to-basics climate has had a salutary effect on Classics programs. The study of Latin is once again beginning to be considered beneficial to the improvement of native English skills.[4] The challenge to the Classics teacher is to develop courses which incorporate the best features of current methodologies and which respond to the needs of the students. In the Northeast, there are revitalized Classics programs at all levels.

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[4] See Rudolph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," *Foreign Language Annals*, 10 (1977), 375-82.

ORGANIZATION OF THE REPORT

This Report begins with an overview of the needs and challenges of intermediate-level courses and stresses the beneficial effects of authentic language experiences. These general considerations are followed by five essays which explore ways of introducing authentic language via film, theater, music, and student exchanges. A final section is devoted to the revitalization of the Classics.

This Report has no pretension of being exhaustive. Rather, it has been the goal of the Committee to provide ideas and examples from a range of educational situations (elementary, secondary, and university courses; private and public schools, as well as government-sponsored organizations) through the perspective of some of the more-commonly-taught languages (French, German, Italian, Latin, Spanish). To the readers fall the task of perceiving applications to their teaching situations.

Coalescence ... or Getting It Together

Rebecca M. Valette

Upon entering the intermediate-level language courses, after approximately two years of secondary school instruction or one year of college instruction, second language students have been introduced to the rudiments of the language they are studying. It is assumed that they are familiar with sound and writing systems, its high-frequency vocabulary items, and grammatical structures. The students who have been fortunate enough to benefit from the new contents of the beginning courses have experienced success in a variety of communication activities and realize that the new language, or at least the form of interlanguage[5] they are manipulating, is a valid means of interpersonal exchange.

The principal objective of the intermediate-level course is to improve the students' control of grammar and vocabulary and to strengthen their communication skills. It is the role of the intermediate courses to bring the students to the point where they can read unannotated texts (literary works, magazines, business correspondence, etc.) with relative ease, where they can understand the language spoken by natives for natives (conversations, lectures, radio broadcasts, etc.), where they can express themselves orally and in writing with reasonable accuracy and fluency. Within this general goal, individual students have different reasons for continuing language study.

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[5] 'Interlanguage' is a linguistic term used to describe the imperfect approximations of a learner using the target language. There are, of course, degrees of interlanguage ranging from the almost incomprehensible speech attempts of the beginner to the near-native speech of the advanced student. See Larry Selinker, "Interlanguage," in John Schumann and Nancy Stenson, eds., *New Frontiers in Second Language Learning* (Rowley, Mass.: Newbury House, 1974).

The process of developing a sense of comfort and ease of expression in the second language can best be termed *coalescence*. The intermediate-level student who feels this coalescence taking place is the one who will continue with language study or, if forced to abandon the course sequence because of circumstance, will retain good memories of the experience of learning a new language. The student whose second language abilities have coalesced will be able to benefit more fully from advanced-level courses than the student who 'took' intermediate-level classes without having 'gotten it together.'

THE NEED FOR AUTHENTIC LINGUISTIC AND CULTURAL EXPERIENCES

It is at the intermediate level that the need for new contents is most urgent. Authentic linguistic and cultural experiences should bridge the gap between topical mini-courses with their high student involvement and minimal language achievement, and the 'be-sure-they-know-the-imperfect subjunctive' approach with its low motivation and heavy concentration on elements of language. In other words, the creative use of authentic language will lead to high motivation plus a solid development of linguistic skills.

The avenue which we propose to explore in this Report is characterized by the introduction of authentic language into classes where the chief focus is on language acquisition. More specifically, we will investigate the potential contributions of film, theater, music, international exchanges, and interdisciplinary courses.

The Role of Listening in Language Acquisition. At the Fourth Congress of the International Association of Applied Linguistics in Stuttgart, Germany, in August 1975, a full-day seminar was devoted to the topic of "Language Learning via Listening." One of the most stimulating papers was delivered by the late Professor Edward Sittler who reported on his 'audio-immersion' research project with students of English as a second language at the University of Giessen. While the students in the control group took the usual advanced composition, conversation, and grammar course, the students in the experimental group spent an equivalent amount of time listening to authentic taped materials (newcasts, radio dramas, literary readings, popular songs, and so forth). Students were free to select cassettes of their choice from a tape library. At the end of the year, the experimental group showed significant gains in English proficiency as measured by the *Test* *of English as a Foreign Language* administered by the Educational Testing Service[6]

A similar audio-immersion course at the secondary level in Germany produced equally positive results.[7] The audio-immersion technique is currently being adapted in a New England university to an advanced-conversation class.[8]

Although further experimentation is needed to define more precisely the effect of extensive and intensive listening, it seems that contact with authentic audio materials enhances language acquisition. Films, theatrical productions, opera, folksongs, radio, and of course residence in an area where the second language is spoken can make a definite contribution to intermediate language courses.

The Role of Authentic Print Materials. The printed word in the form of newspapers and literature with a small 'l' (as contrasted with the big 'L' literature taught in the advanced courses) also has an important role to play at the intermediate level.[9] Frequently, such courses have an interdisciplinary flavor, incorporating material from areas such as history, sociology, or political science.

GUIDELINES FOR INTRODUCING AUTHENTICITY AT THE INTERMEDIATE LEVEL

The implementation of an intermediate language course which incorporates authentic listening experiences depends for its success on the creative teacher. Typically, there is no ready-made curriculum. Materials may be available, and indeed usually are available, but their manner of utilization must be developed by the teacher. The following guidelines may be helpful.

Guideline 1: Focusing on Linguistic Goals. The primary objective of the intermediate course is the coalescence of second language skills. Therefore, the authentic material must be selected for its accessibility, given the linguistic level and the interests of the students. Classroom activities should focus on language acquistion, rather than, for example, the history of opera or the art of film.

It is evident that the teacher of such a course must have a solid command of the language being taught. The teacher must be able to understand the soundtrack of the film or the lyrics of the song being presented. Of course, the script is sometimes available, facilitating the teacher's task. However, the teacher without

6. For reports on this research, see Edward V. Sittler, ed., *Die Logik des Hörens: Besser Hören = Besser Lernen* (Pädagogisches Institut der Landeshauptstadt Düsseldorf, Schriftenreihe Heft 26, Juni 1975), pp. 9-95, 102-14.

7. J. Carrara, "Erfahrungsbericht: Die Audio-Immersion am Oberstufenkolleg Bielefeld," in Stittler, *op. cit.*, pp. 96-101.

8. Rebecca Valette at Boston College.

9. Thomas H. Geno, "Comment enseigner les relations france-americaines?" *French Review*, 50 (1977), 905.

a near-native command of the second language should not necessarily shy away from authentic materials. On the contrary, the hours spent listening and relistening to authentic recordings will help improve the teacher's own language skills.

Guideline 2: Selecting Appropriate Contents. The choice of authentic material will reflect the interests of the studen[illegible] special competencies of the teacher. The confidence and enthusias[illegible] teacher working within his or her areas of strength will stimulate the per[illegible]volvement of the members of the class. The language teacher who has had acting experience might introduce theater activities, while the teacher who has spent time in an area where the foreign language is spoken might incorporate a film.

Guideline 3: Using Outside Resources. The creative intermediate-level teacher will use a variety of outside resources to implement the authentic materials which have been selected. Human resources will include colleagues in other disciplines, members of the community, teachers from neighboring institutions, exchange students, and foreign visitors. Other resources might consist of concerts, television programs, radio shows, and film festivals. The nature and number of resources to be tapped will depend on the specific topic. Once the students have become involved in the course, they, too, will have ideas and leads regarding resources.

Guideline 4: Avoiding Possible Pitfalls. The most serious pitfall is losing sight of the linguistic goals. Sometimes the content of the authentic material becomes so absorbing that there is a tendency to revert to the native language. Careful planning must include activities (especially listening a second and third time to the same materials) which encourage the coalescence of second language skills.

The second pitfall is treating the authentic material with superficiality. This can be avoided by selecting only materials with which the teacher feels at ease. Generally, this means that the teacher should preview all materials before incorporating them into the syllabus.

The third pitfall is arousing the jealousy of teachers in the related content areas. This can be minimized by including these colleagues as outside resources and by stressing the fact that the course is focusing on language development. In fact, a well-taught intermediate course may encourage students not only to continue with the language sequence but also to elect courses in the related area.

Finally, the intermediate-level teacher might encounter resistance from skeptical departmental colleagues. This initial resistance can be dispelled, however, once it is evident that the authentic materials lead to stronger language skills and produce students better prepared to continue with courses at the advanced level.

Interdisciplinary Study at the Intermediate Level

Cathy Linder

Nearly everyone will agree that language is the key to learning. An American who accepts this statement, however, is likely to do so with the implicit understanding that English is the language in question; any other language is superfluous and is treated as such within the educational system, preceded by the word 'foreign.' Americans teach their students how to communicate in the foreign language, and how to read and understand the literature of foreign countries. But rarely do they use this language to teach their students how to learn anything else. Why teach in another language when you already have one that has worked well for so long? This discussion will focus on the combination of foreign language with an 'unrelated' academic subject, such as math, science, or history. The main purpose of interdisciplinary study is to give students (and possibly teachers) new perspectives on different aspects of life.

WHY INTERDISCIPLINARY STUDY?

Language is at the base of all culture, from primitive tribes whose languages have no written forms to computer technologies which function on the binary system. In addition, each culture is reflected in the language that represents it: foreign language thus plays a significant role for us in the transmission and reception of ideas which may be very different from our own. By using a foreign language in contexts other than grammar and literature, it becomes a tool to grasp other points of view. People learn to appreciate (or at least to recognize) the existence of other cultures and perspectives, as well as gain a new perspective on their own culture. They learn about the things that they take for granted and that other people don't take for granted, and they learn that other cultures take other things for granted.

How important is it really for one culture to know about the habits and traditions of another culture? The Regents Examinations in foreign languages (currently given only in New York State) have changed markedly in the past two years, and the fact that the "Culture" has been dropped might lead people to believe that the Board of Regents no longer considers the study of culture to be a valid part of a language course. Teachers may also present this as a justification for dropping culture from their curricula. Upon closer scrutiny, however, it can be seen that, although the name has been removed from a section, 'culture' is still very much present in the other sections of the examination. Instead of being asked the name of the French city that produces the greatest amount of silk and silk products, the students are asked to read and answer questions about how the French, who spend so much vacation time at seaside resorts, are only now teaching their children and themselves about swimming and water safety.[10]

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[10] *New York State Board of Regents Examination in French, June 1975.*

Limitations. Interdisciplinary study does not only refer to the study of culture through the use of foreign languages. When we speak of interdisciplinary courses, we are also speaking of science courses given in German, of math courses conducted in Spanish, of business courses given in French, etc. This facet of interdisciplinary study may carry with it certain limitations for the teacher wishing to introduce such a program:

(1) In most cases, *interdisciplinary* means *interdepartmental.* It becomes necessary for foreign language teachers to team with science teachers or math teachers in order to insure that the students will be learning both subjects as thoroughly and as completely as possible. This can often foster interdepartmental hostility if one department feels that a course is being 'taken away.' Teachers may also feel they will have to compromise the quality of what they are teaching in favor of including other material.

(2) Interdisciplinary always means hard work for the teacher or teachers involved. Sometimes it may involve the study of an unfamiliar field, and it may require teachers to have double certification if they teach an interdisciplinary course by themselves.

Advantages. (1) Students stand to gain on a material basis—interdisciplinary courses can offer two units of credit—one unit in foreign language and one in the other subject being studied.

(2) Foreign languages can be used to learn *everything* that can be learned through English.

(3) Students see that foreign languages are used for things other than writing novels as they are exposed to 'nonliterary' material (newspaper reports, magazine articles, diaries, etc.). Materials that are not originally intended for classroom use bring the foreign language alive and serve to shed new light on the social sciences, the physical sciences, and the humanities.

(4) Interdisciplinary courses can attract students who would not otherwise be interested in taking foreign language (in a chemistry-German course, for example, students would have access to original research done by German scientists and could deepen their scientific knowledge in the process).

(5) The 'relevance' that students are demanding can be provided by having them apply their newly-acquired language skills to another field of study.

(6) Teachers also stand to gain, since it is highly unlikely for them to complete an interdisciplinary course knowing only what they knew when the course began.

TYPES OF INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs are as varied in number and type as traditional or 'standard' language courses. Some typical ones include:

(1) The one-semester interdisciplinary course that is taught entirely in the foreign language. In a New England university that has a special foreign language summer program, graduate courses are offered in the history, pedagogy,

and culture of the target countries, taught in the language under study (French, Spanish, Italian, German, Russian, Japanese, or Chinese).[11] Programs such as these can involve either one teacher proficient in both areas, or two teachers, each proficient in one area. One of the obvious limitations is that the students must be highly proficient in the second language to participate.

(2) Mini-courses offered during the semester may also be taught entirely in the foreign language, or they may be taught partly in English, in conjunction with a teacher from another department. In the latter case, the foreign language department supplies the language and culture; the other department supplies the content. A program of this type exists in an alternative school in the East. At the junior high school level, students can choose between such courses as community studies, social studies, home economics, art, music, and physical education in six-week courses with modular scheduling.[12] In the science course, French students learn about the Lascaux expedition and conduct a simulated archaeological dig, in which they 'uncover' a culture that would have been found in France at the time, discussing, sharing, and trading ideas with other students. In the physical education course, students learn to play games that originated in other countries.

(3) Many bilingual courses are also interdisciplinary. These courses occur predominantly at the elementary school level, are full-year courses, and are given by a math, science, or history teacher who is also proficient in a foreign language.

(4) An interdisciplinary course can also be a part of a semester or a full-year course. It can consist of only a few lessons given on a topic about which the foreign language teacher is knowledgeable. In this case, teachers do not have to be doubly certified, nor do they have to be 'expert' in another field. They can supply their students with as much knowledge as they possess, leading those who are interested in further study either to the department specializing in the area or to independent study. This type of course is advantageous, since it does not require much outside preparation, and it reduces the possibility of interdepartmental disagreements.

(5) Specialized programs are generally non-credit courses offered at an outside institution. The Alliance Française, for example, offers courses in Business French, and other institutions, such as hospitals, may offer courses in Spanish for Nursing.

STARTING AN INTERDISCIPLINARY PROGRAM

For any institution considering an interdisciplinary program, it is of prime importance to decide on the type of program that is best suited to its needs. A high school without teachers that hold double certification, for example, might consider the possibility of working interdepartmentally, offering the course partly in English and partly in the foreign language.

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[11] Middlebury College.

[12] The Hoffman-Boston Program offered at the Arlington County School System.

Students today take nothing for granted. We must be prepared with answers when students ask "Why?" if we intend to convince them. Why is an interdisciplinary course good? What do the students have to gain by taking such a course? What can teachers do to make the course attractive?

Once we have the answers to these questions, it is necessary to become aware of what an interdisciplinary course embraces. Some of the questions we must decide are: Will this mean double certification? If so, how can this be accomplished in the minimum amount of time? Will the course be interdepartmental? If so, can scheduling be arranged that satisfies the requirements of both departments? If this is not possible, how can a compromise be reached without sacrificing the quality of education?

Before an interdisciplinary program can be set up, the school must be convinced of its validity. After the school is convinced, it must try to convince its community—the students—of the value such a course would have for them. Once the students are convinced, it is up to the teacher or teachers to do everything they can to prove to the students that their decision to take the course was a wise one. Satisfaction is contagious, and it will serve to make the interdisciplinary program intrinsically rewarding and justifiable.

CONCLUSION

Are interdisciplinary programs successful? There has not been much research, since it is a fairly recent area. However, in one school program,[13] the interdisciplinary program in French began with thirty students participating of a total school population of 184. After six years, 109 students were in the interdisciplinary French program, and an additional forty students were enrolled in interdisciplinary Spanish courses.

The study of literature is valid, but we do not want it to be the single goal of foreign language teaching. Ultimately, we would like to see our students doing in a foreign language what they do in their native language: exploring and understanding something other than literature. An interdisciplinary program will attract non-foreign language students and those students who are not interested in literature but want to continue studying a foreign language.

Every foreign language teacher knows something about some other field of study, even though it may not be enough around which to structure an entire course. Even the few lessons that a foreign language teacher can give about 'something else' may serve to keep students enrolled in foreign language programs.

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[13] *Ibid.*

Film in the Second Language Class

Gene S. Kupferschmid

The New York Times reported that the average student graduating from high school in 1967 had spent 15,000 hours viewing television and concluded, "Their psychological intake system is programmed for the moving image."[14] This conclusion, widely popularized by Marshall McLuhan, simply confirms what teachers also know: today's students are image-oriented. They have been raised on a hearty diet of television and movies with an occasional supplement of reading matter.

WHY FILM?

Films, both feature and documentary, are used by historians, anthropologists, and other social scientists to convey facts and ideas to their students. Whereas a book or an article describes reality through abstract symbols, film uses the direct images of reality and graphically depicts symbols and abstractions. Films show us interaction and factual details. They expand the viewer's consciousness and experience by providing direct visual contact. They can convey feeling and knowledge; their impact can often be emotional.

There is an abundance of foreign films available in the United States, yet too few of our students, especially those living outside the large metropolitan centers, have been exposed to them. As teachers of foreign languages and foreign cultures, we must ask ourselves why this medium is not playing a more active role in our classrooms. At the same time that we consider the advantages of bringing film into the foreign language class, we must also appraise the limitations that may have been preventing us from doing so.

Advantages. Film offers many advantages to language students:

(1) The students have the opportunity to see, hear, understand, and react to the foreign language. As they listen to the dialogue, they simultaneously receive visual cues from the image.

(2) The foreign language is presented in an interesting, vivid, colorful, and active visual setting.

(3) The students are offered far greater opportunity for emotional response than they normally obtain from reading. They can relate to what is happening, identify with the characters or the situation, or respond in different ways to a wide variety of problems and occurrences.

(4) Seeing people in a natural setting communicating in the target language can convince the students that the second language is not quite so 'foreign,' that it is 'for real.' Recently, while watching a Spanish film, a doctoral candidate

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[14] 2 July 1967.

in that language remarked, "Gosh, it's good to be reminded that people really use it." For students who have little contact with native speakers or limited opportunity to travel abroad, this may be their only chance to see that a foreign language is not just a classroom exercise.

(5) Film is, by its very nature, interdisciplinary. It brings life to our teaching and covers areas that appeal to a wide variety of student interests.

(6) Film offers another dimension to the students' experience in the foreign language class. It is a welcome change of pace.

(7) While too many films still perpetuate cultural stereotypes, the well-chosen film will challenge that stereotype and present the native speakers in a way that will cause students to respond to them as human beings much like themselves.

The major conclusion to be drawn from these points is that the primary purpose of using film in the foreign language classroom is to reinforce positive attitudes toward foreign languages, cultures, and people.

Limitations. We cannot expect to find textbook presentations of grammar in films or the necessary repetition for intensive practice, and the average feature film is probably better suited to upper-level students than to beginners. Yet, if we look carefully through the documentary and short films that are available, we will find that there are films for every level of instruction. Film must be seen as a supplementary experience, not as a self-contained teaching device.

Some of the limitations to its use are financial or mechanical. Schools with limited budgets may find it difficult to rent films. Yet, many of the same films that are relatively expensive when obtained from a commercial distributor, even at a reduced classroom rate, can be had at much lower rates from university film libraries. Schools such as Indiana University, UCLA, and Boston University have catalogues of their extensive holdings, which they will send free or at a nominal charge. The Northeast Conference offers the opportunity to view its films and to rent them at modest rates. *The Educator's Guide to Free Films* will also be useful. (See Appendix A for a listing of university film libraries, Appendix B for a listing of commercial distributors, and Appendix C for other sources.)

The average school often does not have ideal viewing facilities, and teachers must contend with cantankerous equipment and the chore of renting and returning the film to the distributor. There is also the question of how to present the average feature film that is 90–110 minutes long in the average class period of 40–50 minutes. These are all real problems; although there is little we can do about equipment, facilities, paperwork, and the vagaries of film distributors and the postal service, there are ways of using feature films advantageously. Suggestions for correlating the 90–110 film and the 40–50 minute class period will be found on page 33.

Feature Films. Frequently, a documentary is made by outsiders reacting to a foreign culture, whereas the feature film is made by those who take the culture for granted and function naturally within it. The feature film has the necessary time to expand, the scope of short films and short documentaries is more limited. Whatever difficulties the foreign film presents, it is still among the most effective means of transporting the student from the classroom into the world in which people interact and go about the business of life in a natural way. The cultural context is no longer an alien one to be analyzed and scrutinized; rather, it is the natural milieu of the characters. This is especially true of feature films.

Because of its manifold nature, the feature film lends itself especially well to an interdisciplinary audience. The school that could not easily afford the rental fee to show the film to a few language classes might find it quite economical to select a film that could also contribute to courses in social studies, geography, history, anthropology, film making, archaeology, drama, and art.

Though few American schools offer Portuguese, it is still interesting to use ***Black Orpheus*** as an interdisciplinary example. Filmed by a French company in Brazil, it offers a rather exotic view of that country. Yet, it is well-made and exciting. Few students of music would fail to be caught up in the samba beat. Students of literature and the Classics could compare this contemporary adaptation of the Orpheus and Eurydice myth with the Greek original. The scenes of Rio de Janeiro would dispel any misconceptions of Brazil as a vast Amazonian jungle for students of geography or sociology, and the same students might get a better understanding of why *carnaval* is so important to Brazilians or see a slightly idealized picture of *favela* life. Art students would be inspired by the carnival costumes, and students who are interested in the Black heritage would be introduced to another aspect of contemporary Black culture.

A more recent film that lends itself to an interdisciplinary showing and is very well suited to the abilities of an intermediate class is ***Black and White in Color***. The limited but witty dialogue is well suited to the language abilities of intermediate French students, while the film's ironic presentations of stereotypes, colonialism, racism, and World War I would also generate ideas for students of history, sociology, political science, and even German.

It is interesting to note that many of the techniques and ideas of the 'new cinema' also serve the purposes of the foreign language classroom. The recent Spanish film *Cría* presents a world seen through a child's eyes, spoken in a child's language. Also well within the language capabilities of intermediate students, this film would be equally interesting to students of psychology and anthropology.

Many of the better works of literature have been filmed, and the showing of the film can be either a motivation or a reward for a class that is reading a particular work. By seeing the film before reading the book, students have a total view of what they are about to study. They are introduced to the vocabulary, and they see the story as a whole rather than fragments to be pieced together. If the picture is the reward for having worked to understand the novel, story, or play, the students also have the opportunity to compare their own interpretation with the one on film.

USING FILM IN THE CLASSROOM

Three basic steps of language acquisition are the introduction to new material, the manipulation and mastery of that material, and its application in other contexts. How can films aid the teacher in these areas? It is here that the importance of careful planning and preparation must be stressed. Too often, film use in the classroom has been abused, resulting in its failure as an effective teaching supplement and leading to its neglect. Showing a film is not simply a matter of turning off the lights, turning on the projector, and having students chew gum in the dark while the teacher takes a break. The successful film presentation must include careful planning, thorough preparation, and an effective follow-up.

Most of the following suggestions are equally applicable to all types of film and television showings or special programs.

Selecting the Film. It is essential to preview a film before using it in the classroom. Among the features to be judged when previewing are:

(1) *Picture and sound quality.* The print may be dim or the sound blurred if the picture is old, poorly-maintained, or has been on the rental circuit too long.

(2) *Appropriate protrayal of people and places.* When a short film or documentary is being selected to convey current cultural background material, be sure to note the year the film was produced. If the film is old, the format, acting style, or information may be dated. Also, watch for inaccuracies in fact or interpretation, or for simplistic treatment of complex issues that might hinder rather than augment understanding. However, if an aim of the language course is to present a historical overview of the culture, older films may be appropriate.

(3) *Effective presentation of important issues.* Check the film for any ideological bias which might make it more of a propaganda vehicle than a presentation of ideas. Remember that free films often have a special message or purpose. Here, too, however, if a study of ideologies is a goal of the course, biased films may be desired.

(4) *Emotional impact.* Are the students ready for the film in terms of age and maturity? Will it be upsetting, offensive, or inflammatory?

(5) *Language.* Does the film relate to the content of the course? Is the level of language suitable for the class? What is its discussion potential? Does it offer any drill potential that can be prepared beforehand?

(6) *Culture.* Does it offer stereotypes or does it have new images to counterbalance them? Is it truly representative of the culture?

(7) *Subtitles.* Few feature films are available without subtitles. Are the subtitles accurate? Will they be an aid to understanding or a hindrance? Although we may wish they weren't there, sometimes they are so poorly done (white letters on a pale background) that the viewer must rely solely upon what he hears and sees on the rest of the screen. (Dubbed film negates the goals of the foreign language class and is not recommended.)

Preparing the Class. If the film is an adaptation of a novel, play, or short story that has been done in class, a thorough review of the related work would be appropriate, including plot, characters, vocabulary, and any other features that have been stressed. For some films, the script is available in book form; if not, the teacher may wish to transcribe it from the soundtrack.

If no preliminary work has been read, the students should be introduced to the major vocabulary of the film so that it will be familiar. A short, related reading can also be used to introduce vocabulary and to acquaint them with the cultural or thematic aspects of the film. Songs, catchy phrases, or frequently-repeated expressions can be taught before the showing.

The teacher should give a brief introduction to the film and suggest that the students watch for specific details or scenes, or certain verbal or facial expressions. This brief synopsis can be oral, written, or both, and the students can also be given the questions that will be discussed after the showing, thereby directing their observation. It is not advisable to expect students to write during a showing. The room is too dark, and the images are too fleeting to expect them to divide their attention. It is preferable to show the film a second time so that they may check the accuracy of their first impressions. It is also possible to record the soundtrack on tape and use it as a reference.

Showing the Film. The 90-110 minute film and the 40-50 minute class can be used to advantage. One reel can be shown per day, and the first few minutes before the second reel is shown can be used to review what was shown the preceding day, to draw attention to outstanding points, to clarify any vagueness of understanding, or to emphasize development in plot and character. The students watch television and are used to interruptions. Depending on its length, the short or documentary will often allow for preparation and showing, or showing and follow-up during the same class period.

Follow-Up Activities. Films provide a variety of composition and conversation ideas.

(1) *Identifying scenes.* If the sound track has been taped, the students can describe the scene that it accompanies.

(2) *Improvisational drama.* A single scene can be shown a second time without sound. The students improvise the missing dialogue, or they can improvise the dialogue for a scene they felt was significant. (Inhibited students often find it easier to play a role when the teacher also takes a part and gives it dramatic emphasis.)

(3) *Clarifying perceptions.* A question-and-answer session helps to review the film and to demonstrate to the class the differences in our perceptions. Students can enact, in their own words, what they perceived on the screen or explain their own understanding of action or character.

(4) *Completion exercises.* To provide a simple writing exercise for students with limited foreign language ability, the teacher can make up worksheets with completion sentences. For example: He ran away from home because. . .

(5) *Oral résumé.* The story of the film can be told by the class with each student adding a sentence to the preceding one.

(6) *Changing the ending.* "It was a good picture, but I didn't like the ending." This comment gives the students an opportunity to write alternative endings for the film and to act them out. They can explain their reasons for changing the ending and discuss the motivation or character development in the film that would make their own ending plausible. Has the ending of the film left them up in the air? Would they have preferred a more explicit one? This is their chance to create it. Have they been left to wonder about the future of a particular character? They can create one for him. Would the film have been resolved differently if there had been another character or a *deus ex machina?* The students can be encouraged to add that missing element in a composition or discussion.

(7) *Personal reactions.* In class discussion, composition, or improvisational drama, the students might discuss the film in terms of their response to the characters: "I like Pierre . . . ;" "I felt sorry for Lazarillo . . . ;" "I wouldn't like to have her as my mother . . ." Students can explain the actions or behavior of characters by becoming them: "I am Sancho Panza, and I followed Don Quijote because . . ."

(8) *Culture contrasts.* The ways in which the lives, backgrounds, or customs shown in the film differ from our own could be brought out in composition or discussion. If strong issues are presented in the film, a debate can be organized around them.

BUILDING ACTIVITIES AROUND A FEATURE FILM

The showing of a feature film at the school or in a local theater can provide the point of departure for a variety of related activities. For example, all films have advertising. Students with artistic ability can display their talent by drawing posters to advertise the film, and others can write the copy. After the showing, the students could take the role of critics and write reviews of the film. They could be journalists and interview the stars and the director with classmates taking those roles. Students who are interested in filmmaking could explain the technical aspects of the film.

It is not possible for most of us to show films with great frequency; therefore, the film that *is* shown becomes a major event. It can bring excitement and enthusiasm into the foreign language classroom and, when used advantageously, can stimulate new ideas, increase cultural understanding, and improve language ability.

Theater and Language Learning

Elaine V. Uzan

Foreign language teachers have long considered theater to be a subcategory of the study of literature. The play is merely another text to be read and analyzed. It is time to dispel this misconception.

THEATER AS SITUATION

In *Un Théâtre de situation* Sartre states, "the central sustenance of a play is not the personality that one expresses with knowledgeable 'theatrical words' and which is nothing else but the totality of our sermons (sermons to show that we are irritable, uncompromising, faithful etc.); it is the situation."[15] We have sufficiently exhausted the résumés found in the *Nouveaux Classiques Larousse,* such as *Le Cid* by Corneille: "Le Cid is not insensitive; he suffers, he is in despair but does not change the decision taken. Lucid and deliberate, Le Cid, the first representation of the Cornellien hero, controls his passions, but does not know how to stifle them, which would make him inhuman."[16] Le Cid is not an invariable defined by adjectives; he exists and reacts to a given situation. These situations should be recreated in the classroom and the characters interpreted by the students—only then can the study of theater be experienced as it is meant to be. The obvious question that arises is, "But can my students, young and inexperienced in life and theater, correctly interpret these roles in a foreign language?"

> (1) If there were but one interpretation of *Hamlet,* we certainly would not have seen this play performed as frequently as it has been by different actors.
>
> (2) The characters in plays are not merely mannequins, but human beings with emotions we are all capable of experiencing at a given moment.
>
> (3) What better way is there to learn a language than by using it in a given situation? We must not forget that in introducing theater to an intermediate-level course, the aim is not to produce actors, but to expose students to their own emotions and how to express them in a foreign language. They will retain far better the vocabulary and expressions when these are used in a recreated situation than by memorizing a list or reading a paragraph.

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[15] "L'aliment central d'une pièce, ce n'est pas le caractère qu'on exprime avec de savants 'mots de théâtre' et qui n'est rien d'autre que l'ensemble de nos serments (serments de se montrer irritable, intransigeant, fidèle, etc.), c'est la situation." (Paris: Gallimard, 1973), pp. 19-20.

[16] "Le Cid n'est point insensible: il souffre, il se désespère mais ne revient jamais sur la décision prise. Lucide et volontaire, le Cid, prèmiere image du héros cornélien, contrôle ses passions, mais ne saurait les étouffer, ce qui le rendrait inhumain." (Paris: Nouveaux Classiques Larousse, 1965), p. 16.

PREPARING FOR THE PLAY

It is evident that the teacher has an important and demanding role to play in the study of language through the means of theater.

Teacher Background. As educators, we already possess an ability to communicate which we must transmit to our students. Obviously, the greatest asset is personal experience in theater, participation in theatrical workshops, and exposure to theatrical productions. However, one does not need professional theatrical training to use plays effectively in the foreign language classroom. The first essential is to be thoroughly familiar with the plays chosen for the course.

Choice of Plays. Whether the teacher decides to offer a theater course in which several plays are studied, or whether only one play is to be introduced into the syllabus, several factors must be kept in mind: the age of the students, their linguistic level, and (if performance of the play is a goal) the number of students. One might also want to take into account the sex of the students, but there is usually no problem in asking students to assume roles of the opposite sex, if necessary.

If several plays are to be studied in the course of the semester, the following guidelines may be helpful:

(1) The number of plays per semester should not exceed five or six;
(2) The plays should represent a variety of situations (e.g., comic, tragic, absurd) which offer a range of possibilities to the students;
(3) The plays should be sequenced in order of language difficulty.

Organizing the Course. Once the teacher has selected the play or plays to be used, the course must be structured. The following procedures have been successfully employed in two New England preparatory schools.[17] First, the play itself was studied. Then the play or selected scenes were interpreted by the students.

THE STUDY OF THE PLAY

The study of the play may take up to two weeks. It consists of three types of activities: an introduction to the play, the reading of the play, and the evaluation of student learning.

Introduction. A general introduction to the life and works of the author provides an overview of the themes and ideas expressed in the play. This preparation, which precedes the reading of the text, usually does not require more than one class period.

Reading the Play. Depending on the length and difficulty, the teacher may wish to read the play by acts or to assign scenes according to the development of the action. The students should be told to note the stage directions of the author, for these often contain indications of the characters' reactions that are not always evident in the words spoken. The teacher prepares specific questions and notes passages in the text which demonstrate the situation and the emotions of the characters. These passages may be read aloud by the students in class and can serve as an introduction to the interpretation of roles. At this point, the teacher may check informally on the comprehension of vocabulary and expressions.

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[17] Elaine Uzan at Dana Hall School and Thayer Academy.

Tests and Quizzes. In order to insure comprehension and analysis, the teacher may give short quizzes using direct quotes from the play. This type of testing anticipates the memorization that will later be needed for the actual performance. The final test may require an analysis of the general movement of the play, along with a statement of the theme or message given, if appropriate.

PERFORMING THE PLAY

The next process involves the *mise en scène* or performance. The teacher may choose to stage the entire play, but this is a time-consuming undertaking which is usually a departmental project. Within the constraints of an intermediate language class, it is more reasonable to select certain important scenes to be interpreted by the students.

Scene Selection. The choice of scenes to present may be determined by the students themselves. They will have their preferences and frequently show good judgment. It is essential that the group of scenes have a unity, and, therefore, in some cases montage may be required. In its simplest form, this montage could be provided by having a narrator give a brief summary of what happened in the scenes which have been deleted.

Choice of Parts. In a large class, the teacher may decide to perform several scenes in which the main characters are interpreted by different students. This rotation of roles allows the students to observe varying interpretations. In fact, the interpretations will automatically be different because of the personalities of the student actors.

Students may be permitted to select the parts they wish to play, however, caution must be exercised. Since students are not experienced actors, there is a definite advantage to typecasting as opposed to working on character development. Occasionally typecasting becomes delicate. For example, how can the teacher assign a high school student to the role of Inès in Sartre's *Huis Clos* (*No Exit*)? The solution is to stress the strength of the character rather than emphasizing the easy cliché that Inès = lesbian.

Assigning Other Tasks. The impact of a theatrical production goes beyond the declamation of lines. Costumes, lighting, and sound are essential components of the production. Therefore, when the parts have been distributed, the remaining students decide in which aspect of the production they will participate. Usually it is advisable to establish a rotation system, so that students will be assigned different tasks for each play.

The following list explains the responsibilities and assignments according to function. The need for some of these functions will depend on the play selected and the area where it is to be performed.

(1) Actors and actresses:
  (a) Careful listening to a recording of the selected scenes, or reading aloud with teacher for guidance;
  (b) Memorization of assigned parts;
  (c) Performance before the class or the student body.

(2) Director:
  (a) Preparation of a written résumé of the general interpretation, gestures, movements, and attitudes of the characters;
  (b) Directing the actors in rehearsals;
  (c) Making the final decisions on all questions relating to the production.

(3) Costume crew:
  (a) Preparation of a written description of the costumes, including pictures or drawings;

(4) Stage crew:
  (a) Preparation of a written description of the set or sets, together with a sketch of the stage or performance area;
  (b) Preparation of a list of needed props;
  (c) Preparation of the lighting if appropriate, including a list of lighting changes;
  (d) Handling all stage matters for the performance.

(5) Sound crew:
  (a) Preparation of a listing of the music selected for the introduction or during the scenes, and a listing of other sound effects;
  (b) If appropriate, the writing and recording of an original score;
  (c) Control of the music and sound effects during the performance.

Preparing for the Performance. Students may work in small groups on each aspect of the performance, dividing the tasks among themselves. Each group would prepare a dossier for a given play. Since basic unity must be maintained, the director, with guidance from the teacher, should give suggestions to each group. If independent research is required of the students, the teacher should determine the resources of the school library and put useful books on reserve.

Rehearsals and research occupy the class periods. Homework consists of learning lines and the composition of the written papers. On the day that the scenes are presented to the class, each group must turn in its dossier.

Reviewing the Performance. By using a videotape recorder the teacher may record the performance and set aside a day for reviewing the production, encouraging critiques and discussion by the class. This technique can be very successful and, of course, the students will be delighted to see themselves. They will also become aware of the errors they may have made. The first experience will take more time and require much guidance from the teacher, but as the procedure is repeated the time needed will be reduced.

All-School Productions. As an end-of-term project, the class might prepare an all-school performance for interested students and parents. The class may elect to present an entire play or a montage of the scenes prepared in class. Perhaps the foreign language department would organize an assembly with performances by students in all language courses. Such a public production reinforces the meaning of theater work in a second language.

As a more ambitious project, the students might decide to prepare an original adaptation of a foreign language play; for example, in May 1977, Newton (Mass.) North High School presented Molière's *Avare* in French. The scenes from the play were interspersed with song and dance numbers prepared by the students. For instance, the song "Money, Money, Money" from *Cabaret* was adapted into French. Because of the musical interludes, a wider student-parent audience was attracted to the performance.

ATTENDING PROFESSIONAL PERFORMANCES

Whenever possible, the class should be encouraged to see professional performances of the plays under study, either in the foreign language or in English. These might be live productions, films, or televised programs. It is recommended that the students see the performance after they have studied the play. In this way, they will be able to discuss both the technical qualities and the character interpretations. In addition, the professional production may be a source of ideas for a future play to be studied in class.

GRADING AND EVALUATION

Evaluation is always a difficult procedure. The teacher may base the grade on several factors:

(1) Class participation during the reading and discussion of the play.
(2) Grades on tests and quizzes.
(3) Written production report (which may be a group report): typically one grade is given for content (clarity, development, creativity) and another for accuracy of expression in the second language.
(4) Performance in the production (for the actors): one grade for the ability to interpret the character and one grade for pronunciation and memorization.
(5) Effectiveness as technicians (for the production staff).

In this way, the teacher focuses on several activities—the oral and written quality of the target language, the comprehension and literary analysis of the text, and the actual performance of the play.

ADVANTAGES OF USING THEATER

The advantage of using the theater in the language classroom is the availability of a written script for a given situation. This script becomes the vehicle for the acquisition of expressions and structures of the target language. It has often been the practice to have students write their own skits; however, as every teacher knows, this technique is often unsatisfactory, for the students only use what they have already learned (usually filled with grammatical errors) rather than learning something new. With the usage of a theatrical text, we have the verbal talents of the playwright which offer many more possibilities for oral expression. At the same time, the students are increasing their comprehension and vocabulary as well as being exposed to written works of a foreign author.

Another advantage of the study of theater, and in particular the class performance, is that students are encouraged to use their own artistic talents. There are few students capable of excelling in all the linguistic areas: oral comprehension, written expressions, literary analysis, etc. The association of art and language may bring out talents that the students possess, even those they are unaware of, such as drawing, music, dancing, or acting. This new-found artistic interest will be a stimulus to language learning.

Finally, and most important, the students have a chance to experience the authentic use of the foreign language through an artistic vehicle designed for that purpose. The students will feel, and rightfully so, that they have done something concrete. They will have created a production in a foreign language, as opposed to simply answering questions on an exam the teacher considers important or memorizing vocabulary they may never use. The foreign language will no longer be just material printed in a book, but a living experience.

In *Un Théâtre de situation,* Antonin Artaud states: "Je considère le théâtre comme un acte."[18] This act in the classroom not only inspires language students, but also adds to their appreciation of art and literature and helps develop their talents and emotions.

Exploring the Musical Heritage

Pietro Frassica

In exploring the musical heritage of the target culture, both teachers and students will find that the second language comes more alive. The related learning activities reflect a continuous interchange between the acquisition of elements of language on the one hand and the appreciation of language in a real cultural context on the other.

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[18] P. 175.

The creative teacher is able to welcome and make use of persons, situations, events, and recordings which exist outside of the classroom. At the same time, it is sometimes advisable not to bring these elements directly into the classroom, for to do so tends to give them a 'school' dimension and diminish their inherent force and appeal. The challenge lies in presenting these aspects of the target culture in such a way that the students enjoy them as personal experiences whether they occur within or outside a formal academic setting.

OPERA

The opera is an art form which combines elements of music, literature, language, and theater. In foreign language classes the opera provides a living introduction to an important aspect of the cultural heritage. The incorporation of opera into the language curriculum provides added motivation: students who are music majors develop a greater interest in the language under study as they come to recognize it as an essential part of their musical studies.

Selecting the Opera. The choice of the opera will depend on several elements which vary according to the geographic location of the school and the curriculum of the language class. The following guidelines may be helpful:

(1) *Are any operas being performed locally during the school term?* The opera project is most successful if the students have an opportunity to see a live performance. Planning is needed to prepare the students for the experience and to work out the logistics (tickets, transportation, etc.). If there is no opportunity to see an opera on stage, it might be possible to obtain a movie version of an opera or to anticipate a broadcast of the "Metropolitan Opera of the Air." In 1976, a series of experimental televised operas was initiated, transmitted direct from La Scala in Milan. In fall 1977, Public Broadcasting Service presented Massenet's *Manon* in French with English subtitles. Such programs would allow language students to enjoy live recorded performances.

(2) *Among the available operas, is there one which was inspired by a literary work?* If the opera was derived from a play or novel, the preparation for the opera would begin with a study of the corresponding literary work. For example, in Italian classes, the students might read the short story *Cavalleria Rusticana* by Giovanni Verga prior to studying Mascagni's opera of the same name.[19] In an advanced French course, the students could first read Prévost's novel *Manon Lescaut* and then prepare for the performance of Massenet's opera *Manon* by going over the libretto.[20]

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[19] Pietro Frassica at Boston College.

[20] Arthur Brady at Nyack (N.Y.) High School.

(3) *Is the language of the libretto accessible to the students?* It is often difficult even for native speakers to follow the text of an opera. Advance study of the libretto, either in its entirety or through selected scenes, prepares the students for the operatic experience. Therefore, it is advisable, where a choice is possible, to select an opera with a readable and fairly simple libretto.

Preparing the Class. If the libretto is a faithful adaptation of a novel or short story, the teacher has an opportunity to acquaint the students with a literary work of the language being taught. The students and teacher can read the original text, noting any differences between the novel or short story and the plot of the opera. If the opera is not very close to the source, or if the source is written in a different language, the teacher can explain the plot and, with the students, read the libretto or its arias and key passages. In any case, it seems appropriate to examine characters and cultural context of the plot with the students. Since second language acquisition is also a primary objective, the class would also study key vocabulary items and idiomatic expressions.

The text of the story or libretto can be divided into parts. (For example, the story of *Cavalleria Rusticana* may be broken into five parts; the selections from the libretto of *La Bohème* into three parts.) Having done so, the teacher can use one part per week, thus incorporating the reading into the normal class syllabus.

After reading the text, the students listen to a recording of the opera. In this way, they will be familiar with details of the story and its characters, and will acquire some familiarity with the musical score. Some schools may have a videotape of the opera under study.

The highlight of the opera study is clearly attendance at a performance. The students concentrate in the effort to catch the words and phrases as they are sung. For some students, the attempt may be a difficult one, but it is hoped that the few words intercepted here and there will give them a sense of achievement and familiarity with the language.

Follow-Up Activities. The first class discussion following the performance will be the richest. If the students' language mastery permits, it can be conducted in the language under study. For some of the students, this will have been their first experience with opera. Students will have many observations, and they will want to share impressions of the costumes, acting, words, etc. This first discussion can also focus on linguistic and comprehension problems. Some of the students will have been able to follow the opera very easily, while others will not have understood as much. At this point, students are apt to be highly motivated to master the vocabulary which gave them difficulty in the performance.

After the initial discussion, the teacher can draw on the shared operatic experience for other follow-up activities.

(1) Students may want to listen to the recording of the opera again. They can focus on passages they had difficulty understanding. The teacher can also

guide the students' attention to differences in the linguistic approaches of the literary source and the libretto.

(2) The teacher can ask students to describe orally or in writing some character, scene, details, or general impressions of the opera. This allows the students to express their own reactions and provides the teacher with a means of evaluating the students' progress in creative self-expression.

(3) Students can be asked to analyze any differences between their original concept of a character and the manner in which the character was presented.

(4) The students' familiarity with the events of the opera provides a rich opportunity to expand their awareness of the culture and history of the country whose language is being studied. The social and historical background of the plot can be explored. Students can study the locale in which the opera is set, learning about its geographical and topographical features. This project can be expanded to include the daily life, the customs, and the social problems of that area both today and at the time of the opera. For example, in studying *Cavalleria Rusticana*, students learn about Sicily and the area of Catania, the volcano of Mount Etna, and village life in these regions. Similarly, *Tosca* and *La Bohème* would lend themselves to a study of Rome and Paris respectively.

FOLKSONGS AND SONGS OF PROTEST

Another aspect of the target culture's musical patrimony which lends itself to use in language courses is represented by the country's folksongs and songs of protest. These songs bring together elements of cultural and sociological history in a linguistic and musical context.

Selecting the Songs. The problem for the teacher is that of choosing from among the large number of folksongs available. Here is a list of suggested guidelines:

(1) Is the available recording clear and of good musical quality?

(2) Does the vocalist have a clear enunciation and a voice which is easy to understand?

(3) Are the lyrics appropriate for the level of the class? Many folksongs are written in dialect and are difficult for all but advanced students.

(4) Is the printed text of the lyrics available? Obviously the teacher can transcribe if they are clear on the recording, but it is more convenient if this task can be avoided.

(5) Do the themes of the songs fit with material being taught in the curriculum?

Introducing Song to the Class. Songs lend themselves easily to authentic listening comprehension practice. Although it is probably most effective to play the songs in a lounge or other comfortable area, they may also be presented in the classroom or even in the language laboratory.

The new song is played once so that students become accustomed to the harmony and the rhythm of the music. Then the students are told to listen a second time and try to understand the gist of the lyrics. If no students are able to give a description of the song, the teacher might play it a third time. At this point, usually one student will volunteer to define the theme of the song. Other students will then add details and correct their classmates. After the discussion, the students are usually eager to hear the song once more. It may be effective to distribute the lyrics so that students are able to follow the words more closely.

Using Alternate Lyrics with the Same Melody. Frequently folksongs have provided the melody for subsequent political songs. In Spanish, for instance, the folksong "Los Cuatro Muleros" was transformed during the Civil War to "Los Cuatro Generales." Students enjoy studying paired folksongs, because having learned one melody they are soon able to sing two different versions. The following pair of Italian songs has been successfully used with beginning college students. "Bella ciao" was one of the most famous songs of the Italian Resistance and may be compared to "La Canzone delle mondine."[21] (The lyrics are presented in abbreviated form. All verses follow the pattern of the first stanza.)

BELLA CIAO

Stamattina mi sono alzata
O bella ciao, bella ciao, bella ciao,
ciao, ciao
stamattina mi sono alzata
e ho trovato l'invasor.

O partigiano portami via
che mi sento di morir.

E se io muoio da partigiano
tu mi devi seppellir.

Seppellire lassù in montagna
Sotto l'ombra di un bel fior

E le genti che passeranno
e diranno: O che bel fior!

È questo il fiore del partigiano
morto per la libertà.

LA CANZONE DELLE MONDINE

Alla mattina appena alzata
O bella ciao, bella ciao, bella ciao,
ciao, ciao
alla mattina appena alzata
in risaia mi tocca andar.

E fra gli insetti e le zanzare
duro lavoro mi tocca far.

Il capo in piedi col suo bastone
e noi curve a lavorar.

O mamma mia, o che tormento
io t'invoco ogni doman.

Ed ogni ora che noi passiamo
noi perdiam la gioventù.

Ma verrà un giorno che tutte quanto
lavoreremo in libertà.

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[21] For the text of "Bella Ciao," see R. Leydi, ed., *I canti volare* (Milan: 1973), p. 375.

Bella Ciao
(Fair one, goodbye)

This morning I got up
Bella ciao, etc.
And I saw the invaders.

Oh, partisans, take me away
Because I feel like dying.

And if I die as a partisan,
You must bury me.

Song of the *Mondine*
(*Mondine* are women who harvest rice)

In the morning as soon as I get up,
Bella ciao, etc.
The rice fields compel me to go.

And among the insects and mosquitoes
I am forced to labor,

The foreman on foot with his stick
And we, bent over, working.

It is worth noting that the themes of these songs, different as they are from one another, seemed to have a particularly strong impact on college students. Perhaps the songs are effective because they appeal to the students' sensitivity to social injustices.

MUSIC AND STUDENT RADIO PROGRAMS

Musical selections from the target culture can be used to form the basis of student radio programs. Students at the intermediate level are frequently eager to listen to radio programs but are unable to understand local broadcasts in the language under study. Many of the Italian broadcasters in the Boston area, for example, speak with a heavy dialect. Moreover, their language differs from standard Italian by the inclusion of a high percentage of Americanisms. Although linguistically these programs have their charm and merit attention, the needs of the intermediate students are better met through practice with the standard form of the language they are learning.

Establishing a Student Radio Program. Since some secondary schools and many colleges have their own radio stations, it is often possible to request half an hour or an hour once a week. After the possibility of a regular broadcast has been established, it is necessary to organize the programs.

(1) *Student participation.* One of the goals of the radio broadcasts is to encourage the active participation of the students. The class may be divided into teams of four or five students, and each team is assigned the responsibility for a given broadcast. The team is charged with determining the theme of its broadcast, selecting the music, and preparing the script for the announcer.

(2) *General format.* The student radio project is simplified if a standard format is established in advance for the half hour or hour program. For instance, the program might open with general announcements (up-coming foreign language activities) and intersperse the musical numbers with brief narrative selections (student poetry, descriptions of a visit to the target country, tourist hints, etc.) Occasionally it may be possible to arrange a short interview with a native speaker.

(3) *Obtaining the music.* Often the students and the faculty have foreign language records which they may loan for use on the air. In metropolitan areas, the public libraries often have music records. If sufficient recorded material is not available, the students may wish to write to foreign record companies

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Bury me up there in the mountains
Beneath the shadow of a beautiful flower.

And the people who pass by
Will say, "What a lovely flower!

This is the flower of the partisan
Who died for liberty."

Oh, my mother, what torment!
I call to you every day.

And every hour that passes,
We lose our youth.

But there will be a day when all of us
Will work in freedom.

requesting complementary copies for use on the air.[22] The foreign language versions of popular English songs are often very effective because the students are familiar with the theme and the lyrics of the original.

Preparing the Broadcast. The students know that their radio audience will be made up not only of classmates but also of a large, heterogeneous group of other native and non-native listeners. It is, therefore, necessary for them to give careful attention to the preparation of the broadcasts.

A week before the recording date, the student speakers meet with the teacher to discuss what they want to present during the broadcast: records, news items, etc. Then each student writes out his or her portion of the script. The teacher corrects the grammar and style of the script but tries not to alter the content. For instance, the teacher might talk about the best use of specific words and point out those expressions which might sound ambiguous, offensive, or 'strange' to the listeners.

On the recording date, a rehearsal is scheduled. First, each student reads aloud his or her segment of the program. Then the group runs through the entire script, incorporating corrections in pronunciation and interpretation. Finally the program is recorded.

On the day of the broadcast, the entire class is encouraged to listen. Announcements of the program may be sent to other classes in the school and, if appropriate, to residents and other schools in the broadcasting area.

Benefits of a Student Radio Program. The goal of this project is not to put on a commercial radio program, aimed at an impersonal audience of listeners, but rather to create the broadcast with the students, making them choose the music, news items, and other materials they want to talk about, thereby stimulating them to find means of communication with those who listen. Additional stimulation results from the fact that the students are speaking not only to their own classmates but also to local listeners with no affiliation with the school.

Students who participate in the broadcasts must pronounce the words clearly and correctly, since microphones almost always magnify dialectical inflections and foreign accents. Consequently, those students who put on a program work hard to correct their pronunciation.

After the recording session, the students, excited by the atmosphere of music, rapid activity, and tension, feel that they have accomplished something of a practical nature, or, better, that they are making use of what they have been learning. They may immediately start to discuss what they plan to do when it is again their turn to plan a broadcast.

It should be said in conclusion that the experience of the radio program becomes, more than anything else, a communication experience in the spoken language. The students alternate between the roles of speaker and listener. Those who have not prepared the broadcast listen attentively and try to understand the themes of the program. Thus, they grow accustomed to hearing the foreign language when deprived of visual contact with those who are talking; they have to function without the information transmitted by visual signals such as hand gestures and facial expressions. The listeners may be told to take notes about the difficult or unfamiliar words and to bring these up in a subsequent class. The speakers and listeners may then exchange comments about any and all aspects of the broadcast. Through the vehicle of the radio program, the students come to strengthen their appreciation of the musical heritage and also find that their study of the language has come alive.

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[22] Italian students at Boston College obtained records from the following firms: FONIT-CETRA, Via Bertola 34, Torino; RI-FI RECORD COMPANY, Corso Buenos Aires 77, Milano; DISCHI RICORDI, Via Berchet 2, Milano; CGD, Galleria del Corso 2, Milano.

Student Exchange and Intercultural Relations

For generations foreign languages evoked two different reactions in Americans. As far as the educational system and the general concept of education were concerned, the study of a foreign language was of interest only to an elite class of students. For this social group, the study of at least one foreign language was an integral part of their and their children's upbringing. Yet, even in the eyes of this group, foreign languages ranked on the same level with such pastimes as piano playing, needlework, and ballroom dancing. For the great majority of Americans, however, study of a foreign language and involvement with a strange culture seemed futile, since they could not envision themselves ever talking to a genuine Frenchman, German, or Russian.

The second reaction to foreign languages was of a totally different nature. Rather than regarding knowledge of a foreign language as a means to further one's education, those speaking a foreign language were looked down upon as newcomers to this country. They represented those who had not yet been integrated into American society, thus belonging to a minority group of low social standing and often restricted financial means. As a result of this attitude, immigrants did their utmost to join the majority by adopting their new language as rapidly as possible. Frequently they refused to be associated with the minority they originally came from. Germans in particular, for certain historical reasons, often did not try to pass on their language to their American-born children.

In recent years, however, with the advent of the jet age and worldwide communications networks, foreign languages are beginning to overcome these obstacles. The concept of incorporating foreign languages into careers and the average American's growing respect for other cultures, have finally led administrators, educators, parents, and students to look at foreign languages from a different perspective.

THE ROLE OF STUDENT EXCHANGES

To eliminate misconceptions about foreign languages and other cultures is the basic role of student exchanges. This is achieved by offering the students a personal, close-up look at the country whose language they are attempting to learn, thus giving them an insight into the nation's culture, its civilization, and the problems their peers face. At the same time, a visit to the particular country provides students with a chance to test their own experiences in a different cultural setting.

The student exchange program also provides American students with an immersion into the language under study. From the moment the students arrive in the foreign country, they find the language used everywhere: in announcements over the loudspeakers, at the news stands, over radio and television, by children in the streets, by old people, and by students their own age. The exchange program provides the optimum contact with authentic language in all its complexity.

To a lesser degree, the reverse exchange program—where students of the target country study in an American school and live with an American family—also offers examples of authentic language use. The exchange visitor may address language classes. He or she should be encouraged to bring and explain language artifacts, such as magazines, newspapers, recordings of popular songs, etc. The exchange student might also help more advanced students interpret reading material they find difficult to understand, especially material with allusions to contemporary society.

ESTABLISHING EXCHANGE PROGRAMS

Student exchanges come into being because a given teacher at a given school has taken the initiative to establish such a program. Some one person must be responsible for bringing together the necessary information, recruiting the students, raising the funds (if appropriate), and managing the exchange.

Working with an Established Program. Some teachers work with established student exchange programs, such as the Experiment in International Living (Putney, Vt. 05346), Youth for Understanding (Ann Arbor, Mich. 48104), or the Council on International Educational Exchange (777 United Nations Plaza, New York, N.Y. 10017). A serious exchange program should be willing to provide the teacher with the names and addresses of neighboring schools which have participated in the past. In this way, the teacher can verify the claims of the program and check whether it seems to meet the needs of his or her particular group.

Setting Up a Private Exchange Program. It is also possible for a teacher to set up a private exchange program. In such cases, the teacher establishes contact with an interested colleague in the country where the foreign language is spoken. For example, Karen Morris of Wellesley (Mass.). High School took time during a tourist visit to Martinique to meet the English teacher in the Lycée de Filles in Fort-de-France. The following year, she brought three students to Martinique for a week and combined a hotel stay with classroom and family visits. Hopefully the project will expand to include more students in a dual exchange in 1978.

In setting up a private exchange, it is best to carry out a pilot exchange with only a few students. This will enable the teacher to gain the necessary experience and establish the contacts necessary for a more ambitious follow-up program.

THE GERMAN AMERICAN PARTNERSHIP PROGRAM: A CASE STUDY

Friedrich Winterscheidt
Gesa Kandeler

In 1971, the Goethe Institute, with encouragement from the Embassy of the Federal Republic of Germany in Washington, introduced the German American Partnership Program (GAPP). This educational project involves entire classes of students for periods of four to six weeks. These young people participate in the daily lives of the host family and in school activities.

Advantages. GAPP permits the American students and their German counterparts, at the time of their respective visits to each other's countries, to gain first-hand knowledge and understanding of the different life styles, and, to a limited extent, of the complex social, cultural, and political problems of their host countries. By participating in an exchange program such as GAPP, students have a chance to compare prejudices and stereotypes with reality and, hopefully, correct them at this early age. Furthermore, these visits help them establish lasting personal relationships with families and individuals in their host countries. Most importantly, however, their knowledge of the language is broadened. This aspect is of particular significance, since all aspects of another culture can be appreciated fully only through its own language.

Implementation. As part of a high school program, GAPP should not be limited to technical preparation of the trips and mutual exchange visits, but should be integrated into the school's curriculum. This way, an interesting aspect would be added to foreign language instruction: generating curiosity in and giving the satisfaction of discovering a new country and its people.

As preparation for the exchange visit, the teacher will focus the class' attention on the city and the region the students will be visiting. The history of the city, its geographical location, and its cultural background will be reviewed. Moreover, other points will be discussed, such as the public transportation system, schools, newspapers, radio and television stations, leisure activities, shopping, and typical foods. Students should be encouraged to research, either individually or in groups, one such topic and present their findings.

During the actual visit, there will be ample opportunities to gather more material in the form of taped interviews, newspaper clippings, photos, and souvenirs. This material can and should go beyond the regional scope, to cover as many aspects of life in the Federal Republic of Germany as possible.

Upon their return home, the students can use this material for in-depth reports about the trip. American students would make presentations in their German classes, while German exchange participants would address their English classes. Furthermore, these reports would become a valuable background file for the teacher, aiding in the preparation of future visits and offering future students attractive material for Landeskunde in the foreign language class. Slides and films, taken by the students during the trip, can also be utilized to establish an audiovisual library about the host country, with the added benefit of providing excellent promotional material for future GAPP trips.

Moreover, this material can be used in classroom teaching according to the foreign language proficiency of the students. Since the picture material frequently shows friends or relatives, a personal perspective is added to the study of a host country for younger students, namely preparing themselves to become part of another GAPP exchange program. For former GAPP participants, everything being discussed in the foreign language class becomes part of a personal experience. A much closer identification with the subject will result, which could not be achieved by any other method. Thus, the personal enters all aspects of foreign language study, from learning vocabulary to discussing literature.

When the foreign exchange visitors arrive, the group should be divided into units of two or three students, who can then participate in the foreign language classes of their host schools (i.e., English classes in Germany, German classes in the United States) according to their knowledge. In German schools, which do not have the course system at the elementary and intermediate levels, the students from the United States will most likely share all their hosts' daily school activities. The German exchange student, on the other hand, will be able to choose his subjects more freely.

The exchange visitors will be able to assist the teachers of their language in advancing its cause at the host school by participating in or moderating discussions or conversation classes with interested students and teachers. Moreover, they may be asked to lecture on specific topics to the school community at large. All of these activities will demonstrate to those students who have not yet had an opportunity to participate in GAPP, how gratifying it is to communicate in a foreign language.

The exchange program can also exert a positive influence on the entire school, reaching beyond the actual visit. GAPP students might be asked to present an informational program for all interested students. Furthermore, social studies teachers could utilize the experience of GAPP students in reports given to social studies classes.

During the last week of their stay, the exchange students can offer a program of their own, consisting of entertainment and other attractions typical of their home towns or films about the particular city they live in, e.g., "Harrisburg Tag." Such events are usually quite successful. Moreover, they could later provide the basis for an "American (or German) Week," with participants coming from not only the host school, but involving the whole community.

GAPP hopes to introduce a new dimension into the teaching of a foreign language, which eventually might lead to changes in curricula, course contents, etc. Organizing and developing such exchange programs can and will contribute to a considerable expansion of the scope of teaching foreign languages. However, this also means that teachers have to be trained to organize such exchange programs and then convince the school, parents, and possibly the community of its overall value.

Growth of the Program. Since its establishment, GAPP has met with much enthusiasm on the part of American and German teachers, students, parents, and school administrators. By 1976, about 1,000 students in both countries had participated in GAPP. GAPP's headquarters in New York has arranged charter flights and maintained regular contact with over 400 participating schools in the United States as well as in the Federal Republic.

GAPP has been a success. However, taking into account the total number of students of German in the United States—some 12,000 in the Texas school system, 30,000 in the New York school system, 13,000 in the State of Indiana, 1,800 in New Mexico, 16,000 in Wisconsin, etc.—and also considering that the students have to establish personal intercultural relationships in order to get the most out of their foreign language studies, the total number of students involved so far is extremely small.

To expand the GAPP program, the Goethe House New York is currently investigating the possibility of establishing an association called "GAPP - For Developing Intercultural Relations of Secondary School Students." Its membership would consist of distinguished personalities from the business world and the field of education. It would be a non-profit educational association, which would draw on the support of interested individuals, institutions, and hopefully, the two governments. The association would be established in New York and would be registered as an American educational association. It is hoped that this association could be the forerunner of even more ambitious projects. Every student of a foreign language should have the opportunity to participate and benefit from such a cultural program.

The Revitalization of the Classics

Helene B. Mensh

A New England newscaster was on television not long ago saying, "Latin may be dead, but chariot races are still alive in the United States." After she had shown a film clip of this vestigial sport, she proceeded to display, quite unwittingly, scenes of Boston with its architectural structures based on Greco-Roman prototypes. The language she was speaking owes most of its roots to Latin or Greek. In fact, the Classics are alive in everything we do, everything we think, and many sites we visit. Therefore, philologists who have seen the value of resuscitating Latin, Greek, and the classical humanities have taken great strides in promoting new programs on the East Coast.

THE STATE OF THE CLASSICS: DECLINE AND RESURGENCE

It cannot be denied that the popularity of the classical language which the Renaissance Man had to know in order to be cultured and which the Victorians had to study as part of their curriculum has declined dramatically in this century—in fact, so much so that by the mid 1960's, Latin was dying in the majority of secondary schools. The old adage seemed to have some basis in reality:

> Latin's a dead, dead language,
> As dead as it can be!
> It killed the ancient Romans,
> And now it's killing me!

Reasons for the Decline of Latin. Until the late 1960's, many rationales were given to explain the decline in Latin enrollments.

(1) Latin was an extremely difficult language with its many inflections, and only the brightest elected to take it.
(2) There was no challenge in the oral-aural methods, in that Latin was no longer spoken, seldom even in church services.
(3) Antiquated methodologies treated the Latin language dismally, with no apparent goal in sight other than the drilling of paradigms, parsing of words, and uninterrupted translations isolated from the context of their historical impact.
(4) There were old texts, drab in their multitude, reordered when bindings finally gave way.
(5) Increased foreign travel necessitated study of the modern spoken languages.
(6) There were no career opportunities which required Latin fluency.

Thus, Classicists in the 1960's, faced with these realities and, consequently, alarmed as to the validity of their subject, had to rethink means of reestablishing Latin as an important element in the curriculum.

Educational Impact of the Decline of Latin. While it cannot be denied that the study of modern foreign languages has career value, and that it can help students understand English grammar, it might be interesting to note that as Latin declined in public schools, the mean SAT scores on verbal aptitude declined by thirty-five points between 1963 and 1973.[23] The problem has its roots in the earlier grades, where students have not been introduced to fundamental principles of how language works in terms of reading, writing, speaking, and listening skills. Scores on the *Iowa, Comprehensive, Stanford,* and *Achievement Tests of Basic Skills* also dropped during this ten-year span. Functional illiteracy has increased. It is quite clear that Americans are becoming unfamiliar with their native language and are in need of more communication skills that the study of Latin can provide.

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[23] John D. Anderson, "Latin, English Vocabulary, and Declining S.A.T.'s," *Classical Journal*, 70 (February-March 1975), 42-46.

The New Mission. The Classicists now had a mission. Since over 75% of English vocabulary comes from Latin; since the Roman system of law and government, engineering, and architecture; since our Western philosophies are based on those of the Greco-Romans, new programs, new texts, and new teachers were needed. The study of Latin could provide any student with useful tools for speaking, reading, writing, and understanding his native tongue, if only properly directed. Attention to new practicalities, such as the ethical, socio-political, and aesthetic relevance of Latin, is also needed. Washington, D.C., Philadelphia, and Boston were three East Coast metropolitan centers which developed innovative classics programs.[24]

SOME SUCCESSFUL PROGRAMS IN ELEMENTARY SCHOOL

Latin FLES in Washington, D.C. In 1966-67, Latin was introduced in the District of Columbia FLES (Foreign Language in Elementary School) program.[25] Within six years, the number of elementary schools offering Latin in sixth grade rose to seventeen, and the number of students enrolled increased from 620 to 2,458. Although the FLES program had earlier offered French and Spanish to the top students since the third grade, Latin was now taught to groups which had had no previous foreign language instruction. Because the District's Director of Foreign Language was an educator as well as an administrator, her campaign stressed innovative pedagogical concepts, such as the development of communication activities and emphasis on word derivations and cultural materials, and deemphasized traditional methodologies with a focus on grammatical structures.

By 1973, with a grant from the National Endowment for the Humanities, as well as support from the American Classical League, the program had considerable success. The Latin FLES students had begun the program with a reading ability lower than that of those who were taking French and Spanish FLES. However, after one year of Latin, these students achieved higher scores on standardized, basic skills tests than those students with four years of French or Spanish. Improvement in vocabulary, reading comprehension, and total reading skills in English was the outcome of the program. The causal connection between Latin instruction and development of English language skills was apparent, and forty-one of the fifty schools which did not have Latin FLES requested it.

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[24] Further discussion of such needs and of programs throughout the United States can be found in Rudolph Masciantonio, "Tangible Benefits of the Study of Latin: A Review of Research," *Foreign Language Annals*, 10 (1977), 375-82.

[25] Judith LeBovit has published material concerning the program; see *The Teaching of Latin in the Elementary School: A Handbook for Educators and Administrators* (McLean, Va.: Latin for the Modern School Associates, 1973); and *Evaluation of the FLES Latin Program in the Washington, D.C., Public Schools* (Washington, D.C.: Public Schools of the District of Columbia, 1970-71).

A seventh-grade pilot program was also begun in 1966 in ten classes at five junior high schools. Due to lack of funds, however, a Latin resurgence was not realized. Two main products did result from the program: a new text and teacher's manual for the teaching of Latin in the early grades, and the establishment of other programs in the United States.

If the Washington, D.C., program did achieve a permanent place in the District's schools, it nevertheless inspired programs in other cities. In June 1967, a three-day conference was held in Oxford,Ohio, to discuss Latin FLES. As a result, fourteen Latin teachers, supervisors, and curriculum specialists from New York City, Detroit, Cleveland, Chicago, and Philadelphia came to Washington in November 1967 to observe the FLES classes.

Classics in Philadelphia. Undoubtedly the largest Latin program in the United States is the one initiated in Philadelphia in the early 1970's. 18,000 pupils were enrolled in Latin FLES in 1977, as compared to 490 in 1968.[26] The objectives of the program are:

(1) To extend the English verbal functioning of children, especially through vocabulary building based on Latin roots and affixes;
(2) To broaden the cultural horizons of children, especially through comparing and contrasting classical civilization with our own;
(3) To enable children to understand and speak Latin (within a certain cultural context) and later to read and write it;
(4) To interest children in the study of the classical humanities;
(5) To improve the self-concept of children by giving them the opportunity to study a subject with which they might not otherwise identify;
(6) To develop an appreciation of the relationship between Latin and other foreign languages, especially the Romance languages.

The instructional approach in the Philadelphia program is lively and coordinated with inservice training and special kits for the teachers. Multisensory media, unit material, games, songs, mottoes, dialogues, and *relevant* teaching tools are incorporated.

Although a financial 'crunch' faces the School District of Philadelphia, as it does other major cities, the program has been expanded and now includes Classical Greek in seven secondary schools and interdisciplinary classical humanities courses. The District's Division of Research has rated the program as 'excellent,' and the Curriculum Specialist for Classical Language has further defined the objectives.

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[26] Detailed summaries of the Philadelphia program can be obtained by writing to Rudolph Masciantonio, Curriculum Specialist for Classical Languages, School District of Philadelphia, Philadelphia, Pa. 19103.

Children learn about the Roman family, mores, schools, homes, government, history, Latin structure, mastery of English vocabulary, visual and auditory discrimination, morphological changes, the development of modern languages, and study skills. What is most important is that Latin is not taught solely for its own sake. New methodologies have created new interests. No longer are the Latin students the cultural and scholastic elite: the majority of students involved in this project come from the inner-city. One statistic shows the Latin pupils in fifth grade functioning at least one year ahead of their peers on the *Iowa Tests*.[27]

The validity of maintaining projects such as these, and implementing others in a similar vein, cannot be questioned. "Why Can't Johnny Read?" is not a rhetorical question. Classicists provide one viable, fundamentally-sound response to these ever-growing needs, particularly to the demand for back to basics.

In "The New FLES Latin Program in the School District of Philadelphia,"[28] the Curriculum Specialist offers guidelines for Classicists endeavoring to replicate such a program. He tells them to "speak in thunder" and encourages them to work in the realm of public relations, to develop meaningful new approaches, and to pay attention to the needs of all students. He exhorts modern foreign language teachers to lend a hand in this renovation, to work and to build together instead of regarding the 'new' Latin teacher as a competitor. Last, and perhaps most significant, he mentions that college Classics teachers must "make meaningful contributions to the programs in the public schools, both in the area of public relations *and* curriculum development."[29]

INNOVATIVE TRAINING PROGRAMS AT THE COLLEGE LEVEL

Since the inception of the Philadelphia program, several universities have begun to renovate Latin and the classical humanities in the primary and secondary schools and on the college and graduate levels. Two such are Tufts University and the University of Massachusetts at Amherst.

Tufts University. Tufts is well known for its undergraduate and graduate concentration in the Classics, but what is perhaps less publicized is that since 1953 Tufts has sponsored a Latin New England Summer Institute, the only program of its kind in this country without subsidy. Originally, the courses were somewhat traditional, such as "Methods of Teaching First-Year Latin" and "Methods of Teaching Second-Year Latin," with only a few courses in related areas. Teachers from throughout the United States and Canada attended.

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[27] Rudolph Masciantonio, "The New FLES Latin Program in the School District of Philadelphia," *Modern Language Journal*, 56 (1972), 168. Cf. further detailed results in Robert M. Offenberg, *Evaluation of the Elementary School FLES Latin Program, 1970-71,* (Philadelphia: School District of Philadelphia, 1971).

[28] Masciantonio, "The New FLES Latin Program," 170.

[29] Results of the Easthampton program may be obtained by contacting the Department of Classics, University of Massachusetts, Herter Hall, Amherst, Mass. 01003; or Lorelei Burns, Norwell Senior High School, Norwell, Mass. 02061.

Since 1964 under a new director, the Institute has significantly expanded its course offerings and its interdisciplinary aspect. As many as 140 courses are available, taught by professors who have been teachers on the secondary school level. Courses are conducted on art and archaeology, linguistics, history, and English translation courses. English and social studies teachers attend to enrich their own courses. The Tufts Latin New England Summer Institute is now providing new foci for the eclectic secondary school teacher.

University of Massachusetts at Amherst. The Master of Arts in Teaching Latin and the Classical Humanities program began at the University of Massachusetts at Amherst in 1970. During the first year, there were five graduate students; this number has now doubled. The major goal of the program is to produce better equipped, more *modern* teachers of Latin, Greek, and the classical humanities.

The MAT degree originally took one year, but it is now a two-year program which gives teachers more varied experiences at all levels of education, from primary school to college. In addition to taking courses in Classics and education, all candidates are concurrently teaching.

The beginning and intermediate Latin courses at the University of Massachusetts (which are each taught with different texts and methodologies) and some classes in etymology and civilization are taught and often designed by the MAT candidates themselves, either supervised by the graduate students or one of the professors. Undergraduates have the opportunity to serve as aides and are allowed to teach sections under supervision if their proficiency is excellent. As the graduate program has devised more original curricula, more and more of the elementary and secondary schools in the surrounding area have hired graduates.

Because the department's objective has been to train effective teachers, candidates study a great variety of methods of teaching Latin, from the more traditional grammar-translation to the newer oral-aural approach or a cultural/linguistic methodology.[30] The teacher who has been trained in this manner develops an eclectic outlook and learns to combine the best facets of each approach in developing lesson plans with varied activities.

The university provides grants for study in Italy, awards Teaching Assistant and Associate fellowships, and whenever possible places its undergraduates and graduates upon completion of the degree. To assure marketability, students are required to become certified in a second teaching field.

The University of Massachusetts has done much to renovate the Classics, much in the way suggested by the School District of Philadelphia's FLES program. The university has sponsored many workshops to offer innovations in the teaching of the Classics. It also publishes the *Bay State Classical Newsletter,* which outlines and publicizes events within New England to promote the cause.

In recent years, the University of Massachusetts has sponsored pilot programs. The first major project began in 1973 when a Latin teacher at the Boston Latin

School met with Boston administrators to discuss starting a program for young children. A university intern was sent to the Washington Irving Middle School in Boston in September 1973 to institute a seventh-grade Latin/classical humanities program. This program, which focused on vocabulary building, basic language structures and skills, and the culture of the Greco-Roman world, was well received by administrators, the public, and children, and, during the second semester of that year, another intern was sent to continue the program. Unfortunately, due to busing, the project was suspended because of dislocations of the school population and 'higher priorities.'

The University of Massachusetts next placed teachers in the Park School in Easthampton, Massachusetts, a rural area, to teach fifth and sixth graders. The goal was the improvement of English achievement scores in vocabulary and comprehension, and research evaluations proved that, similar to the District of Columbia, students reflected more thorough knowledge of their native tongue by being five months ahead of those receiving no foreign language instruction and four months ahead of those taking French or Spanish.[31] The two graduate students principally involved in Easthampton have continued their efforts. One started another pilot program in West Roxbury, a Boston school, and the other began a junior high school program in Norwell, Massachusetts. The study and proliferation of the Classics in several areas of Massachusetts are due to the dedicated and innovative efforts of the University of Massachusetts staff and its graduates.

CLASSICS IN THE SECONDARY SCHOOL: A CASE STUDY

In 1974, the Classics program at Masconomet Regional High School in Topsfield, Massachusetts, had thirty-seven students enrolled in Latin. Upon joining the faculty that year, a University of Massachusetts' Master's graduate was given the ultimatum: bury Latin or revive it. It was the hope of the department chairman that a new teacher with internship experience might be able to repopularize Latin studies.

In her first year, the teacher had three classes of Latin and three classes of French, her minor. By April 1975, when enrollment figures for the following year were available, over ninety students had signed up for Latin I, about twenty for Latin II, and fourteen for Latin III. A new "Greek Masterpieces in Translation" course had 104 students registered for the sixty available seats. A French teacher offered to teach two of the Latin classes. What was happening at Masconomet to explain why Classics were regaining momentum? It appeared that the Philadelphia FLES objectives were being adopted on the secondary school level.

Latin Classes. The Latin classes at Masconomet are primarily composed of juniors and seniors who take it as a second foreign language. Courses are basically taught in a traditional way due to the school's adopted text. The material is supplemented with outside resources of all varieties, such as oral-aural activities, outside readings in primary and secondary sources, word games, songs, films, filmstrips, and slide lectures. The philosophy of the parents and the school system may be characterized as back-to-basics. In the beginning Latin courses, the emphasis is on comparative grammars of Latin and English and the development of vocabulary. Students enjoy learning about the history of language and tracing word origins, and some use a dictionary more often and more functionally. Students who have taken Latin claim that they find a correlation between the higher scores they receive on the verbal portion of the SAT and English Achievement Test and the Latin they learn in class.

First-year Latin students like to speak and to read Latin aloud, so much so that translating is not a chore, especially since the selections are myths, supplemented with translations of Ovid's versions in his *Metamorphoses*. Much time is spent on the inflections of Latin and on vocabulary building. Units on Latin and Greek prefixes, suffixes, and roots have led to significant gains in English proficiency. In the first-year course, students learn daily about ancient history and culture. They are assigned book reports, outside readings, construction of models, and writing myths. The result is a class project; after having learned about Greek drama, they write a play. Hence, diversity of material, both linguistic and humanistic, combines to make an enjoyable course.

The second-year Latin course is a difficult one. By the end of the year, the students are expected to have mastered the rudiments of Latin grammar. When such a course is taught from a single text, with no reliance on outside readings or resources, it usually does not produce enough students for a Latin III course. Once again, eclecticism is the key. Students master all of the grammar and additional vocabulary through reading. Civilization of the Greeks and Romans is studied through primary and secondary sources, individual and group projects, and lectures. Directed activities, such as a symposium based on Plato or a mini-production of a Plautine comedy, attract student participation. The highlight of the second-year curriculum is the introduction of 'real' Latin literature, which represents a type of fulfillment for Latin students. When they feel equipped to read a Catullan love poem or a philosophical treatise by Cicero, both of which are 'meaty' and generate personal reactions, Latin and the classical humanities have more meaning. This enthusiasm can best be witnessed in the Latin III and independent study Latin IV course, where more authors and masterpieces are introduced.

The study of Latin and the Classics makes sense to students. No longer is it Latin only for Latin's sake, but what is *Latinitas*, the pure Latin language, the society and its mores, all of those qualities which comprised a Roman and helped to shape Western man. Nothing is studied in a vacuum.

Classical Masterpieces in Translation. In fall 1974, the teacher proposed a classics-in-translation course in two parts, each a semester in length: "Greek Masterpieces in Translation," covering Homer to Lucian, and "Roman Masterpieces in Translation," starting with Plautus and Terence and leading to the Renaissance with John Milton. The justifications for establishing such courses were:

(1) To engender enough interest in translations of great works that students would elect to read the original versions (in Latin and in Greek);
(2) To give students an overview and continuum of Western literature up to and including the Renaissance and to understand the origins of literary genres;
(3) To respond to the community demand for basic skills by encouraging students to read with greater attention to detail and understanding, to speak voluntarily in class with more precision, and to write with more accuracy and organization of thought.

The courses were to be taught in the foreign language department but would carry English elective credit. Because of budget constraints, only the Greek segment was approved, to be taught both semesters. The rationale behind this decision was that at least sixty students would derive benefit from this course instead of the thirty who would probably also take the Roman half.

Although "Greek Masterpieces in Translation" sounds like a literature course, it crosses into social studies and the arts, complementing the Western civilization course all students are required to take. To understand Greek literature, one must know Greek history, and students study both in this course. Greek pottery, sculpture, architecture, and archaeology are likewise incorporated into the periods of literature. Teacher lectures introduce each genre and author, and students then read selections, such as the epic (Homer), history/historiography (Herodotus and Thucydides), lyric poetry (Archilochus, Sappho, et al.), drama (Aeschylus, Sophocles, Euripides, Aristophanes), philosophy (the Pre-Socratics, Plato, Aristotle), and others. The course is conducted as a seminar in which the teacher guides students in open discussion on what they have read. Some dramatic pieces are performed in class. Short papers are assigned weekly for the development of clear, logical, thoughtful expression. Students must select a topic and get teacher approval for a research paper which they work on for the entire semester and which represents the culminating activity. An emphasis is placed on trends in the literature itself, in government, in philosophy and values, in art. All facets are woven together in such a way that, by the end of the semester, students have a better awareness of who they are, as individuals and as members of society.

"Greek Masterpieces" has a maximum enrolled each semester and is considered one of the most challenging courses in the school. Further, 90% of the Latin students take the Greek literature class, and the course has produced several enrollees in Latin. On a questionnaire, 100% recommended the course *highly* to other students. Many parents have remarked that their children matured academically and emotionally by having studied the Greek mind.

Classics Club. The recently created Classics Club has become the largest such group in school with ninety-two members. The organization has conducted many activities, such as visits to the Boston Museum of Fine Arts and to the North End, trips to the University of Massachusetts to attend college Classics courses, and to Tufts University for a Classics Day. The club also hosts a Special Lecture Series. A trip to Italy is now being planned.

Students have begun a tutoring program so that their peers can get assistance in addition to the time that the teacher can provide. The dedication and enthusiasm these students exude prove that the study of Latin and the Classics is very much alive and appreciated.

CONCLUSION

Classicists in the past few decades have seen the instability of Latin and the classical humanities within the secondary school curriculum. Programs meet with some success and for one reason or another (usually monetary) are sometimes disbanded. It takes the willingness and perseverance of teachers and administrators to act and to "speak in thunder" so that this needed field of study is once again a top priority. It takes teachers with new objectives to implement exciting, relevant programs. If the pendulum is truly swinging back to basics and if teachers want to meet these growing concerns while renovating their discipline, then the study of Latin and the Classics will regain its rightful place.

Appendix A

UNIVERSITY FILM RENTAL CENTERS

Catalogues of the educational short films rented by these Centers may be obtained upon request. Rental fees are normally quite nominal.

Boston University
Krasker Memorial Film Library
765 Commonwealth Avenue
Boston, Massachusetts 02215

University of California
Extension Media Center
2223 Fulton Street
Berkeley, California 94720

University of California
Instructional Media Library
405 Hilgard Avenue
Royce Hall 8
Los Angeles, California 90024

University of Colorado
Bureau of Audiovisual Instruction
34d Floor, Stadium Building
Boulder, Colorado 80302

University of Connecticut
Audiovisual Center
Storrs, Connecticut 06268

Florida State University
Media Services
Tallahassee, Florida 32306

University of Illinois
Visual Aids Service
1323 South Oak Street
Champaign, Illinois 61820

Indiana University
Audio Visual Center
Bloomington, Indiana 47401

University of Iowa
Audio-Visual Center
Iowa City, Iowa 52240

University of Kansas
Film Rental Services
Audio-Visual Center
746 Massachusetts
Lawrence, Kansas 66044

Kent State University
Audio Visual Services
Kent, Ohio 44242

University of Michigan
Audio-Visual Education Center
416 Fourth Street
Ann Arbor, Michigan 48103

Michigan State University
Instructional Media Center
East Lansing, Michigan 48823

University of Minnesota
Educational Resources Bulletin
Department of Audiovisual Extension
General Extension Division
2037 University Avenue S.E.
Minneapolis, Minnesota 55455

University of Missouri-Columbia
Audio-Visual & Communication Services
203 Whitten Hall
Columbia, Missouri 65201

University of Nevada
Audiovisual Communication Center
Reno, Nevada 89507

Pennsylvania State University
Audio-Visual Services
7 Willard Building
University Park, Penna. 16802

University of Southern California
Division of Cinema
Film Distribution Section
University Park
Los Angeles, California 90007

Southern Illinois University
Film Rental Library
Learning Resources Service
Carbondale, Illinois 62901

Syracuse University
Film Rental Center
1455 East Colvin Street
Syracuse, New York 13210

Appendix B

FEATURE FILM SOURCES

Catalogues may be obtained upon request. Be sure to specify that films are to be shown in the classroom to obtain the lowest rental rates.

Audio-Brandon
34 MacQuesten Parkway South
Mount Vernon, New York 10550
[Good selection of classics and recent films in French, German, Italian, Japanese, Russian, and Spanish.]

Azteca Films
132 W. 43rd St.
New York, New York 10036
[Films in Spanish only, many without subtitles.]

Cinema 5
595 Madison Ave.
New York, New York 10022
[Recent and excellent films in French and Italian.]

Corinth Films
410 E. 62nd St.
New York, New York 10021
[General selection of foreign language films.]

Hurlock Cineworld
13 Arcadia Road
Old Greenwich, Connecticut 06870
[Brazilian films, a few in Spanish, and some French language films from Africa.]

Janus Films
745 Fifth Ave.
New York, New York 10022
[Classic French, German, Italian, and Spanish films.]

New Yorker Films
43 W. 61st St.
New York, New York 10023
[Growing selection of films in French, German, Italian, and Spanish.]

Tricontinental Film Center
333 Sixth Ave.
New York, New York 10014
[Specializes in Third World films.]

Appendix C

FILM SOURCE REFERENCES

Baird, Cynthia. *La Raza in Films: A List of Films and Filmstrips.* Oakland, Calif.: Latin American Library, 1972.

A Catalog of United States Government Produced Audiovisual Materials. Washington, D.C.: National Audiovisual Center, 1974-75.

Educator's Guide to Free Films. Randolph, Wis.: Educator's Progress Service, 1972.

Limbacher, James L., comp. and ed. *Feature Films on 8 mm and 16 mm.* 5th ed. New York: Bowker, 1977. [A directory of feature films available for rental, sale, and lease in the United States.]

Mirwis, Allan, ed. *A Directory of 16 mm Film Collections in Colleges and Universities in the United States.* Bloomington: Indiana University Audio-Visual Center, 1972.

Weaver, Kathleen, comp. and ed. *Film Programmer's Guide to 16 mm Rentals,* 2nd ed., Berkeley, Calif.: Reel Research, 1975. [Inexpensive paperback index of most feature films available for rental in the United States; Box 6037, Albany, CA 94706.]

WORKING COMMITTEE ON NEW TEACHERS

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University of Maryland, College Park

Ann A. Beusch
Maryland State Department of Education

Yvonne Escolá
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Center for Applied Linguistics

James S. Greenberg
University of Maryland, College Park

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Prince George's County (Md.) Public Schools

ED165446

New Teachers: Developing Flexible Foreign Language Teachers

Introduction

The abundance of educational literature and conferences which address such diverse topics as curricular reorganization, innovation, motivation, teaching and learning styles, accountability, and fiscal constraints reflects the scope and complexity of preparing today's teachers. Implicit in the literature is the necessity for foreign language teachers to have the ability to know *how* and *when* to be 'flexible,' that is, to have the capability of effectively directing the education of students in an atmosphere of curricular, administrative, economic, social, and political constraints. This challenge to foreign language teachers at pre-secondary, secondary, and post-secondary[1] instructional levels appears to emanate from several factors—students' attitudes toward education and educational institutions, teachers' attitudes toward their jobs, and the public's demands for curricular change, quality education, and attention to special needs.

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[1] The term *post-secondary* refers to any instructional level beyond the secondary school (junior, community, four-year colleges, university, adult education, etc.).

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This Report is based on the following assumptions:

(1) That the foreign language profession deems it imperative to identify realities as well as eventualities which affect the teaching of their specialization, and to propose strategies for preparing teachers to deal with these realities;

(2) That the task of providing 'flexible' foreign language teachers for all levels is the responsibility of the entire foreign language profession;

(3) That a problem-solving approach is vital to the development of 'flexible' foreign language teachers;

(4) That all foreign language teachers must deal with students whose learning styles are as diverse as their prior knowledge of and performance in a specific foreign language;

(5) That foreign language teachers from the pre-secondary through post-secondary levels need to adapt and modify teaching strategies in order to accommodate the students' varied learning styles and diverse prior preparation;

(6) That this adaptation and modification should be the focus in the education of both prospective and experienced pre-secondary, secondary, and post-secondary foreign language teachers;

(7) That foreign language teachers at all instructional levels have to choose intelligently from among the various methods, print and non-print materials, and curricula, and be able to provide a rationale for the choices.

Factors Which Affect the Professional Tasks of Foreign Language Teachers

STUDENTS' ATTITUDES TOWARD EDUCATION AND EDUCATIONAL INSTITUTIONS

Several years ago, Levy[2] reported that the youth of the 1970's were reluctant to accept instruction and school experiences which they perceived to be nebulous and irrelevant to their life styles. Students and parents are questioning the value of an extensive formal post-secondary education. College students' increased preoccupation about future employment is evidenced as many pursue professional or occupational training in preference to the traditional liberal arts curriculum.

In the area of foreign language study, the trend toward professional and occupational training has increased the need to appeal to diverse types of students. In language classes at all instructional levels, a full range of learning styles, abilities, attitudes, experiential backgrounds, needs, and interests is found. The movement toward accepting all students in foreign language study was treated in the 1970 *Northeast Conference Reports* as well as in articles.[3]

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[2] Stephen L. Levy, "The Realities Facing the Profession," in *ACTFL Review of Foreign Language Education*, Vol. 5, 1971, ed. Gilbert A. Jarvis (Skokie Ill.: National Textbook, 1972), 9-34.

It is the task of each language teacher to adjust not only to the diversity in the classroom, but also to deal with the following demands of those who financially support educational programs:

(1) Accountability (for both teachers and students);
(2) Rationales for foreign language study;
(3) Performance-based evaluation (for both teachers and students).

TEACHERS' ATTITUDES TOWARD THEIR JOBS

The task facing today's teachers appears to be more demanding than ever. The trend toward accommodating all students regardless of educational and experiential backgrounds in an unprecedented variety of foreign language programs[4] has dictated the need to acquire competence in performing an equally unprecedented array of professional tasks. In an effort to meet individual needs in often large and heterogeneous classrooms, today's foreign language teachers are expected to have the "technical training of a textbook writer or materials developer, excellent organizing ability, a superlative memory, and the temperament and capacity to provide answers and design activities for all kinds of levels and types of work at the same time."[5] All of this is expected to be accomplished with little or no resources or support (e.g., materials, teacher aides, realistic class scheduling and size). In the face of such expectations, it is no wonder that teachers often feel frustrated.

On the secondary level, foreign language teachers may be expected to teach three or four levels of a foreign language and to teach at least two, and possibly three, of those levels in one class. They may be reassigned to another school where the language enrollment is more stable or assigned to another discipline, if not entirely, then at least in part.

At the post-secondary level, these feelings of frustration are intensified as it appears that academia continues to adhere to 'publish or perish' as a major criterion for tenure, promotion, and salary increments. In many departments of foreign languages and literatures, these rewards are further restricted only to those who follow traditional research and publish literary criticism as opposed to those who are responsible for language acquisition. The morale of the 'junior' faculty who

[3] See Charles Hancock, "The Contributions of Foreign Language Study to Intellectual Development," *Foreign Language Annals*, 10 (1977), 75-79; Frank Grittner, "Foreign Languages and the Changing Curriculum," *Newsletter* of the Wisconsin Department of Public Instruction, 24 (1971), 6-13; and Wilga Rivers, *Speaking in Many Tongues* (Rowley, Mass.: Newbury House, 1972).

[4] F. William D. Love and Lucille J. Honig, *Options and Perspectives* (New York: Modern Language Association, 1973).

[5] Wilga Rivers, "Students, Teachers, and the Future," *Foreign Language Annals*, 8 (1975), 24.

recognize their vulnerability if they do not follow this path is usually low. Those who concentrate on instruction, curriculum, and professional service often do so at the risk of losing their jobs. An additional inequity is the practice of assigning low-level instruction primarily to teaching assistants and 'junior' faculty. Given this 'less prestigious' task, the latter often find themselves excluded from sharing in the rights and privileges accorded those who have taught graduate courses, i.e., graduate faculty status, which often connotes administrative approval to direct doctoral dissertations or participate in 'high-level' committee meetings. In the department of foreign language and literature of one northeastern university, it was the policy that 'junior' faculty were not permitted to sit in on, let alone participate in, discussions on hiring, promotion, tenure, and departmental policy-making. Paradoxically, under administrative pressure, graduate, and sometimes undergraduate students, were invited to participate in these meetings from which 'titled' professors were excluded. These inequities only contribute further to low morale and feelings of entrapment within a system that tends to exploit the newcomer until a replacement is found when tenure, for whatever reasons, is not granted.

THE PUBLIC'S DEMANDS FOR CURRICULAR CHANGE

Changes in society's expectations of and demands on the educational process in foreign languages are reflected not only in the attitudes of students and teachers, but in overt demands for curricular change. These demands may come from parents, principals, counselors, academic advisors, academic vice-presidents, deans, students, representatives of business and industry, or special study committees. Ideally, recognition of the need for curricular change would come from teachers, since it is they who are most intimately involved with the teaching/learning process and, in theory at least, should be most clearly attuned to the changing needs, interests, and attitudes of their students. However, the complexity of the teaching situation and the demands for immediate educational reform can lead to what Jarvis and Omaggio term "blurred vision" on the part of foreign language educators.[6] This highlights the need for all foreign language teachers to be able to clarify goals, to evaluate curricular options critically, and to determine realistic priorities and effective planning procedures.[7] More fundamentally, there is a need for foreign language methodologists and theoreticians, working closely with pre-secondary, secondary, and post-secondary teachers, to "synthesize the work of recent years."[8] Surely, the flexible foreign language teacher may now be expected to do one or more of the following:[9]

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[6] "Introduction: Teachers, Options, and the Future," in *ACTFL Review of Foreign Language Education*, Vol. 8, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook, 1976), 2.

[7] Warren C. Born, ed., *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages* (New York: The Conference, 1975), p. 9.

[8] Jarvis and Omaggio, *op. cit.*, 2.

[9] T. Bruce Fryer, "Free to Explore: Curricular Developments," in *ACTFL Review of Foreign Language Education*, Vol. 7, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook, 1975), 9-46.

(1) Shift from a traditional teacher-centered approach in the foreign language classroom to one which stresses the individual learning styles of students. Hosenfeld has clearly and concisely described some of these styles as they pertain to foreign languages.[10]

(2) Expand from a fundamental-skills curriculum in foreign languages into an interdisciplinary program. This obviously involves the cooperation of teachers from other departments or disciplines.

(3) Restructure existing foreign language programs in order to provide more curricular options for students.

If foreign language teachers are expected to have the flexibility required to accomplish these tasks, they must acquire the ability to: (1) recognize differing learning styles in a heterogeneous class, (2) prescribe appropriate activities which meet these needs, (3) function as a member of a team, (4) relate effectively to their colleagues and the public, (5) design curriculum, (6) write and implement curriculum guidelines, (7) collect and evaluate print and non-print resources, and (8) plan and evaluate foreign language curriculum programs.

THE PUBLIC'S DEMANDS FOR QUALITY EDUCATION

Although the public has been generally sympathetic toward teachers' aspirations, its reaction to the teacher militancy of the last decade and a half has been mixed. School boards, parents, and state legislatures have launched campaigns to review critically the teachers' work at all levels of instruction. Student militancy, tight budgets, and the apparently lower literacy of the 'products' of educational institutions have led an angered and frustrated public to reexamine the curriculum. Increasingly, state legislatures are advocating a review of teacher tenure laws, and some local boards are reinstating or augmenting teacher examinations as a prerequisite to employment.[11] In addition, these demands for quality education are characterized by two current educational movements: back-to-basics and professional accountability.

Back-to-Basics. This movement is directed toward reading skills, English language arts, and mathematics. Although foreign languages are not highly visible on the local and national priority lists for education at this time, some back-to-basics advocates agree that foreign language study is indeed compatible with their position on a structured curriculum of basic skills. In its January 1977 *Bulletin*, the Council for Basic Education, which was founded in 1956, stated that it is their purpose "to initiate and support measures to ensure that all students, except the severely retarded, receive adequate instruction in the basic intellectual disciplines, especially English, mathematics, science, history, foreign languages, and the Arts."[12]

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[10] Carol Hosenfeld, "The New Student Role: Individual Differences and Implications for Instruction," in *ACTFL Review* . . . , Vol. 7, 138-45.

[11] Vernon C. Thompson, "Prince George's Schools to Add 3rd Teacher Test," *Washington Post*, 28 June 1977, C1, C5.

The contributions of foreign language study to basic English skills are inherent in the understanding of the linguistic relationships between English and other languages. These relationships are only minimally stressed, since many foreign language teachers have had little or no preparation in linguistic relationships. As long as this relationship is included in the education of prospective teachers, the back-to-basics movement is not a threat to foreign language programs. A challenge to those who influence the education of foreign language teachers for all levels is to produce professionals who are linguistically sophisticated as well as knowledgeable in a second language and culture.

Professional Accountability. In the past, it was presumed that teachers possessed credentials for their work. Therefore, their competence was rarely questioned. However, when a pattern of decline in overall student test scores began to emerge in the sixties, parents and other taxpayers began to question the *outcomes* of teachers' work and the costly enterprise of education. Although teacher groups continually point out that the answer to the accountability question does not lie in the simplistic notion that "output must be commensurate with input," most states have now enacted accountability laws, which require school systems to report, on a regular basis, the *results* of schooling. Where does the foreign language profession stand *vis-à-vis* these developments? Obviously, reading, English, language arts, and mathematics are the first to be held accountable by legislators. If foreign language study is to be promoted as a basic component of a student's education, foreign language teachers must also be prepared to analyze the materials they use and formulate objectives for each course. Additionally, they should be sufficiently knowledgeable in determining the parameters within which they will be held accountable. The difficulty here is that these parameters may differ from state to state or from one educational institution to another. Legislative bodies are inclined to look to the profession, assuming that it has responded to the public's demand for accountability.[13]

THE PUBLIC'S DEMANDS FOR ATTENTION TO SPECIAL NEEDS

Legislative Considerations. The array of educational legislation throughout this past decade has contributed profoundly to the need for curricular and philosophical reform in all subject areas. Given the legislation in the areas of bilingual-bicultural education, equal rights, and mainstreaming, the foreign language profession cannot ignore the implications which are inherent in these legislative mandates.

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[12] *Bulletin* of the Council for Basic Education (January 1977), p. 14.

[13] Arthur Combs, *Educational Accountability* (Washington, D.C.: ASCD, 1972), pp. 33-40.

Bilingual-Bicultural Programs. Although bilingual-bicultural education is controversial in some quarters, a form of this concept will continue to be applied in order to meet the needs of culturally different children. At least fifteen states have enacted legislation which is either supportive of the concept or mandates its implementation. The National Education Association and many of its local affiliates have advocated legislation in support of "bilingual-multicultural education in a context of cultural pluralism."[14] In January 1974, the Supreme Court decision in *Lau vs. Nichols* established students' rights to an appropriate education when their primary language is not English.

Flexible foreign language teachers should possess a sensitivity toward cultural pluralism in their own classrooms. Perhaps foreign language teachers need to acquire some knowledge of content in other disciplines through the medium of the language they teach. Is there a Spanish teacher in a metropolitan area who has not had one or more native speakers in the class? What are the strategies for dealing with such a situation?

Elimination of Sex Discrimination. All teachers must develop greater sensitivity to the practice of sex stereotyping in our society. The challenges of Title IX range from learning to deal with sexism as reflected in textbooks to the subtleties of the interaction between teacher and students in the classroom. Indeed, the foreign language profession is showing signs of addressing itself to this issue as it deals with sexism in foreign language textbooks,[15] women in foreign language literary works, and women's roles in the foreign culture.

Mainstreaming. Increasingly, educators and parents are realizing that the total segregation of handicapped youngsters tends to curtail their social and intellectual growth. A number of states have passed legislation which mandates the placement of 'special education' pupils into regular courses (mainstreaming) in the school, at least during part of the school day. The exceptions are students with severe mental or physical handicaps. *The Education of All Handicapped Children Act,* Public Law 94-142, was passed by the Congress in November 1975. This law requires that by 1980, free, appropriate, public eduation must be available to all handicapped children if states and local districts want to receive federal funds under the program.[16]

Even though local and state teachers' associations are beginning to define the conditions under which they will accept various mainstreaming arrangements,[17] the foreign language teacher must come to terms with this possibility and plan a *modus operandi.* Indeed, the foreign language profession is attempting to address itself to this question.[18]

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[14] "America's Children: Bilingual Multicultural Education," *N.E.A. Reporter* (April 1976).

[15] Betty Schmitz, "Sexism in French Language Textbooks," in *Report of the Central States Conference on the Teaching of Foreign Languages*, ed. Robert C. Lafayette (Skokie, Ill.: National Textbook, 1975), pp. 119-30.

[16] Editorial, "Mainstreaming—What's It All About?" *Today's Education,* 65 (March-April 1976), 18-19.

[17] *Maryland Teacher* (Winter 1976), p. 17.

Education for All/Language for All Ability Levels. Despite the continuing debate over what should be the parameters of compulsory schooling, and despite the attention this topic has received by advocates of 'de-schooling society,' most of the American people look to the school as holding the key to both fulfillment of individual aspirations and to the uplifting of society. The fact that the school is obligated to provide universal education for *all youth* has a corollary: the obligation to provide a wide range of optional programs as well as academic instruction, including options which allow those who have postponed their formal education to 're-enter' when and if they wish to do so. The language teaching profession cannot afford to ignore these trends.

Today 59,000,000 Americans are actively enrolled in educational institutions from pre-secondary through post-secondary instructional levels.[19] A monolithic foreign language program serves only a segment of this diverse population. The flexible foreign language teacher of the future must possess the knowledge and skills for teaching in both the traditional, four-skills-oriented sequential course and foreign language courses with other emphases, e.g., conversational, cultural, exploratory, interdisciplinary, etc.

Currently, consideration is also being given to the academically talented and otherwise gifted.[20] Where special programs are established for these students, the foreign language department should be alert to its role in this type of curriculum. The need for foreign language teachers to be able to deal with intellectually and otherwise gifted students is no longer a 'future' consideration.

Foreign language teachers and those who prepare them must consider yet another area for instruction—adult education, including senior citizens. This area of instruction is recognized as one of the fastest growing segments of education in this country. In many communities, adult education is increasingly viewed as a social service.[21] It encompasses adult *basic* education (literacy skills below ninth-grade level); vocational training; preparation for the *General Education Development Test* (*GED*); and programs for persons in social institutions, including those in nursing homes. Given the current emphasis on career education and travel abroad, foreign language instruction, including ESOL, would certainly have a place in the array of programs suggested here. Even though the methods course may not yet have incorporated approaches or strategies for teaching 'non-college' adults, some foreign language teachers have already been involved in these efforts.

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[18] "Coping with the Real Problems in the Secondary Schools," in *ACTFL Foreign Language Education Series*, Vol. 8, 1976, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook, 1977), 179-84.

[19] *New Dimensions for Education of Youth: A Bicentennial Report* (Washington, D.C.: U.S. Office of Education, 1976), p. 20.

[20] "Otherwise Gifted" connotes those students who may be talented in areas other than those traditionally considered academic, e.g., art, music, home economics, industrial technology, etc.

[21] For example, consider a television series of the Cleveland Public Schools entitled, "Adults Back to School: Yesterday, Today, and Tomorrow."

Many of the considerations presented in this section, which in the past might have been on the periphery, should now be in the central core of the continuing education of present and future language teachers. Diverse knowledge and experience must be a vital part of any language teacher's knowledge base. While the acquisition of foreign language skills, literature, and culture are vital to the preparation of foreign language teachers, their education cannot be considered complete without a thorough knowledge of 'delivery skills' (teaching strategies) and *how* and *when* to use them.

An Overview of the Current Status of the Foreign Language Profession

Prior to formulating concrete suggestions for the preparation of 'flexbible' teachers for the foreign language classroom, it would be helpful to review the status of the profession *vis-à-vis* current trends in enrollment, post-secondary entrance and degree requirements, curriculum, certification, and emerging goals. This Report will also include a description of the directions in the professional education of prospective foreign language educators as well as the status of the continuing education of experienced teachers.

CURRENT TRENDS IN THE FOREIGN LANGUAGE TEACHING PROFESSION

Enrollment. A treatment of student enrollment in modern foreign languages appeared in Volume 8 of the *ACTFL Foreign Language Education Series.*[22] In that publication, Allouche and Ervin presented a *preliminary* tally of enrollments for Fall 1974 for public secondary schools in twenty-seven states and the District of Columbia.[23]

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[22] Edith Kroo Allouche and Gerard L. Ervin, "Expanding The Options: Curricula in Many Languages,' in *ACTFL Foreign Language Education Series*, Vo. 8, ed. Gilbert A. Jarvis (Skokie, Ill.: National Textbook, 1957), 254-87.

[23] Those Northeast Conference states which are represented in this preliminary survey are Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, West Virginia, and the District of Columbia.

Given the incomplete nature of this study, the figures indicate that between 1970 and 1974, the only *increase* in foreign language enrollment occurred in Italian (42.9%) and languages other than Spanish, French, German, Latin, and Russian. Although the study of Italian and some uncommonly-taught languages increased, the percentage of change for the total enrollment in all languages shows a decline of 12.8%. It is noteworthy that the Northeast Conference states account for approximately 74% of the total number of states which were tallied at the time that this information appeared in the *ACTFL Series.* This high percentage indicates the scope of the enrollment trends in secondary schools within the region of the Conference.

Allouche and Ervin's chapter further indicates that "while overall foreign language enrollments in higher education decreased in 1972 and again in 1974 (from 12.2% to 10.5%), the enrollments in the uncommonly-taught languages actually showed increases at this instructional level."[24] If indeed there is a growing interest in *uncommonly*-taught languages, language departments might seriously consider initiating or increasing their present offerings in those areas.

Requirements. It is difficult to discuss trends in secondary school enrollments without mentioning trends in foreign language *entrance* and *degree* requirements in institutions of higher learning. The most current comprehensive study on this topic at the time of this writing was conducted by the Modern Language Association of America for the U.S. Office of Education.[25] The 1974-75 data statistically confirm that which the profession is already aware of; the number of institutions which require foreign languages for *entrance* and the baccalaureate *degree* has been steadily declining since the early and mid 1960's.[26] The *decline* in the number of institutions which were holding to the requirement was occurring at a time when there was an *increase* in the number of institutions of higher learning which offered a baccalaureate degree.[27] It is noteworthy that some prestigious universities and colleges within the Conference states are seriously considering the reinstatement of or have already reinstated distribution requirements for undergraduates.[28] This action is encouraging, since foreign languages are usually among the distribution options. Even more encouraging is the fact that Trinity College in Washington, D.C. (and perhaps others at this point) have specifically reinstituted the foreign language requirement,[29] while another, Georgetown University, has called for "steps" to reinstate it.[30]

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[24] *Ibid.*, p. 254.

[25] Richard I. Brod, "Survey of Foreign Language Entrance and Degree Requirements for the Bachelor of Arts Degree in United States Institutions of Higher Education" (ED 116 461).

[26] *Ibid.*, pp. 11-14.

[27] *Ibid.*, p. 11.

[28] Bart Barnes, "Colleges to Undo Reforms, Return to Academics," *Washington Post*, 21 Feb. 1977, A1 A11.

[29] *Ibid.*, p. A11.

[30] Lawrence Feinberg, "Literary Standard Urged by G.U. Chief," *Washington Post*, 21 Nov. 1976, D1.

Curriculum. The declining requirements and enrollment trends are indicative of the changing attitudes toward the value of foreign language study among administrators, students, and the public. However, despite adverse conditions, the foreign language profession is working to reverse them. Efforts toward this goal are apparent in the professional publications and conferences of the last several years, which report on the organization and implementation of numerous innovations in the foreign language curriculum at all instructional levels.

Pre-Secondary and Secondary Levels. In 1973, Love and Honig's[31] publication of descriptions of fifty-one innovative programs in elementary and secondary schools throughout the country demonstrated that nineteen (37.2%) of the programs which were presented were chosen from Northeast Conference states, (Connecticut, Delaware, Maryland, New Jersey, New York, and Pennsylvania), and the District of Columbia. The innovative programs in these states and the District of Columbia were representative of the following categories; Interdisciplinary, Individualized, Cross-Cultural Communication, Career Education, Multi-Media Approach, Latin FLES, and Saturation Programs. The diverse nature of these outstanding programs included studying other academic areas (math, science, health, social studies, and art) in the foreign language; continuous progress and individualization; videotapes and small-group work; modified open classroom; specialized ten-week courses; exchanging letters, slides, and visits with foreign peers; foreign language and travel abroad for an *entire* school; exploration of vocational possibilities; multi-media approach to high school Latin; teaching foreign languages to the deaf; and Latin for fifth- and sixth-grade inner-city students.[32]

A recent survey of foreign language consultants, directors, coordinators, specialists, and supervisors in ten northeastern states and the District of Columbia[33] indicated that in 1977 pre-secondary and secondary schools in those states were still utilizing innovative programs and techniques. The following is a list of some of the programs and activities which were reported by the ten responding states and the District of Columbia. The number of respondents (states) utilizing the programs or activities is indicated in parentheses.

- Totally individualized programs (6);
- Partially individualized programs (11);
- Minicourses (9);
- Learning activity packets (9);
- Career education (10);

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31. Love and Honig, *op. cit.*

32. Detailed descriptions of all these programs and others can be found in Love and Honig.

33. This survey was conducted in the spring of 1977 by this Committee on New Teachers. The returns included responses from state foreign language officials in Connecticut, Delaware, Maine, Maryland, New York, Pennsylvania, New Jersey, Vermont, New Hampshire, Virginia, and the District of Columbia.

- Interdisciplinary cooperation (8);
- Gifted and talented programs (4).

Other innovative programs which were indicated by at least one respondent were: Franco-American Heritage and Literature, Total Immersion French, Bilingual French-English, and Ethnic Studies.

Post-Secondary Level (Undergraduate). In addition to the wide range of curricular innovations occurring at the pre-secondary and secondary levels, there is some movement toward expanding the post-secondary foreign language offerings. This observation is based on a review of current catalogues of thirty-seven post-secondary institutions in seven northeastern states and the District of Columbia.[34] The following are *non-traditional* offerings which were noted within the selected sample. The number of institutions which include the offering is indicated in parentheses.

- Cross-cultural studies (2);[35]
- Ethnic studies (9);
- Development of foreign language skills through dramatic productions (4);
- Career-oriented courses (7);
- Courses in translation (7).[36]

Other indications that post-secondary institutions are attempting to respond to the need for change are noted in the creation of curricular options for undergraduate language programs. Personal contact with post-secondary colleagues and a review of the literature indicate that some basic programs are patterned in order to allow the language *majors* to select programs in accordance with their personal interests and career goals. Some basic program patterns include (1) a concentration in literature, (2) a concentration in language and linguistics, (3) a concentration in teaching, and (4) a concentration in civilization.

[34] A review of current college and university catalogues was conducted by this Committee in the fall of 1977. The thirty-seven institutions whose programs were reviewed were selected from Maine, Massachusetts, New Hampshire, New Jersey, New York, Rhode Island, Vermont, and the District of Columbia.

[35] This Committee's criterion for determining 'cross-cultural' studies was that the course description indicate a 'contrastive analysis' approach to teaching the courses. The majority of course descriptions indicated that the course content focused solely on the target culture.

[36] Although a large segment of the foreign language profession might oppose courses in translation, it is noteworthy that these courses attract enough non-majors (those who are neither majoring nor minoring in foreign languages) to support the existence of dwindling language and literature programs. Also, such courses service a segment of the college and university population which, due to a lack of knowledge of the language, would not otherwise be able to take advantage of instruction by specialists in the field.

CONCENTRATION IN LITERATURE. This traditional course of study offers students an opportunity to study literature from a historical-and-literary-movements perspective. This type of program provides the students with an opportunity to examine the literature of the foreign culture from an in-depth understanding of analytical techniques. In addition to those students who are primarily interested in a liberal education, the literature concentration also attracts those students who are interested in teaching at all instructional levels. The addition of civilization courses as part of this requirement affords students the opportunity to examine the foreign language and culture from a non-literary perspective. Some innovative literary topics at the post-secondary level include:

(1) Comedy and Satire—A discussion of the theory of laughter, comedy, the absurd, the grotesque;
(2) The Anti-Hero in Hispanic Literature;
(3) The Literature of Social Protest;
(4) The Literature of Women Writers;
(5) Concepts of Women in Hispanic Literature—A study of Courtly Love, the Spanish Code of Honor, the Romantic Heroine, the Don Juan myth, the Castrating Female, the Terrible Mother, as they appear and mold the view of women characters in the literature and the imagination of Hispanic writers.

New literatures which have been incorporated into the traditional curriculum include:

(1) Literature of the Hispanic Caribbean—Selected major writers of Cuba, the Dominican Republic, and Puerto Rico in the nineteenth and twentieth centuries;
(2) Literature of Puerto Rico;
(3) Francophone Literature—Literature written in French by African, Canadian, and European writers outside of France;
(4) Chicano Literature—Generally found only in areas where there is a high concentration of Chicanos; it is noteworthy that a search of several northeastern university catalogues failed to disclose courses of study in this area.

CONCENTRATION IN LANGUAGE AND LINGUISTICS. These programs are intended to develop advanced language skills in the major languages and include the study of linguistics with heavy emphasis on its application. Students in this concentration usually take a minimum of literature and civilization courses (often only two literature courses are required). The Language and Linguistics Program at one northeastern university[37] serves as one example of this course of study. Some linguistic offerings in Spanish are:

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[37] For further information, contact the Department of Spanish and Portuguese, University of Massachusetts, Amherst, Mass. 01003.

(1) Spanish Phonetics;
(2) Structure of Modern Spanish;
(3) Contrastive Analysis of Spanish and English;
(4) Hispanic Dialectology;
(5) Teaching of Spanish;
(6) Teaching of English to Spanish Speakers.

At another university[38] the Department of French offers two courses in speech styles.

(1) French Speech Styles I—Variants of spoken French with emphasis on aural comprehension. The course includes colloquial, standard, and formal speech; socio-linguistic and regional variation; oral literature; and popular songs.
(2) French Speech Styles II—Training in conversation mastery with emphasis on various speech styles: *soigné, familier, populaire*. Close attention is paid to the grammatical and lexical analysis of the cultural implications and social contexts.

Also noteworthy is the trend in some language departments toward offering courses especially designed for native speakers who have had little formal training in the language and need to improve their skills in reading, spelling, grammar, composition, and vocabulary building.

Further investigation into innovations in this area of study (Language and Linguistics) revealed such 'sub-concentrations' as:

(1) Interpreting Program—In combination with courses in French and Italian;
(2) International Commerce—In combination with courses in the School of Business Administration;
(3) Hotel and Restaurant Tourism—In combination with courses in hotel management;
(4) Public Health and Nursing—In combination with the appropriate schools. Intended to train the student to work, in this case, with the Spanish-speaking population in the United States;
(5) Social Work—same as for Public Health and Nursing;
(6) Political Science—In combination with courses in government, international affairs, and consular service.[39]

CONCENTRATION IN TEACHING. It appears that most departments still offer the traditional combination with the Teacher Education Program that includes courses in language, civilization, literature, and education. The trend toward accountability emphasizes competencies in language and deep culture. This movement will generate courses in the study of contemporary culture. Several French and Spanish courses of this nature are already in operation in at least one state university.[40] Examples of these cultural studies offerings are:

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[38] For further information contact the Department of French, SUNY at Albany, Albany, N.Y. 12222.

[39] For further information, contact the Department of Spanish and Portuguese, University of Massachusetts, Amherst, Mass. 01003.

(1) Contemporary French Society and Culture—Analysis of family structure, the educational system, the social classes, and the political, economic, and cultural institutions of modern France;
(2) Contemporary French Press—Analysis of the press through an examination of newspapers and magazines and their ideologies;
(3) Hispanic Civilization of the Twentieth Century—Cultural manifestations of the great political and social changes which have taken place in Spain and Spanish America in the twentieth century (A different country or group of countries is studied in alternate sessions).

Students who plan to teach in areas where there is a high concentration of Puerto Rican speakers of Spanish are encouraged to take courses in the Puerto Rican Studies Department in the areas of Puerto Rican Culture, Dynamics of Racism (a course given in cooperation with the Department of Anthropology), the Urban Puerto Rican Family (a course given in cooperation with the Sociology Department), Crisis in Puerto Rican Identity, and the Social Structure of the Puerto Rican Community.

This concentration can be combined with an emphasis on bilingual-bicultural education and teaching English as a second language. In most universities, these programs are usually offered at the advanced-degree level.

CONCENTRATION IN CIVILIZATION. Some universities offer this concentration as an alternative to a literature or teaching concentration. Many of these courses are given within the Department of Foreign Languages, but students are often encouraged to take courses in such related departments as history, anthropology, and sociology.

These diverse courses of study reflect an attempt to appeal to the varied interests of foreign language majors and minors. However, students who are preparing to teach foreign languages in pre-secondary, secondary, and post-secondary institutions should possess some degree of knowledge in all of these areas, i.e., language, linguistics, literature, culture and civilization.

It would not be totally inaccurate to state that diversity in course topics and courses of study at the post-secondary undergraduate level constitutes a weak trend in the northeastern states. However, it is encouraging that some post-secondary institutions are beginning to respond to current societal needs and students' interests. It is time that post-secondary departments of foreign languages realize that these needs can be met without having to sacrifice the departments' 'academic' respectability or traditional programs.

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[40] For further information contact the Departments of French and Hispanic and Italian Studies at SUNY at Albany, Albany, N.Y. 12222.

Post-Secondary Level (Graduate). If post-secondary departments have been slow in renovating undergraduate foreign language programs, they have been even slower in updating their curricula for graduate studies. Most college and university departments of foreign languages continue to offer only the traditional literature specialization. Many departments, however, continue to treat their master's students as potential Ph.D. *literature* candidates. The master's in foreign languages needs a thorough revamping to deal with the limited job opportunities in teaching. Literature departments, however, have traditionally not encouraged their students to take courses in pedagogy and related content fields such as history and political science. It should not be too difficult to design alternate courses of study for graduate students based on the same alternatives discussed for undergraduate students.

Teacher Certification. In contrast to changes in enrollments, requirements, and curriculum patterns, the status of state and local certification requirements in the Northeast is currently the same as it has been for the past decade. However, responses by some state foreign language officials to this Working Committee's inquiry on *anticipated* changes in teacher certification[41] indicated possible future trends.

New York State is currently in a period of transition to a different type of certification. The move will be toward the certification of educational personnel on the competencies (knowledge, skills, attitudes) which they possess, rather than the courses which they have completed. This trend is clearly linked to the emphasis on accountability described earlier and is referred to as Competency-Based Teacher Education (CBTE).

The pattern for certification which emerges is likely to be a continuation of the currently popular 'approved programs' approach in which the individual State Department of Education receives recommendations for candidate certification. The difference in New York's CBTE arrangement will be that the individual will have met competencies identified by the sponsoring institution, and that these competencies will have been given prior approval by the State Department of Education.

Those candidates who present themselves for individual certification (i.e., those entering from another state) will be required to apply directly to a given teacher education program and be assessed on competencies identified for that specific program. It will be at this level that a recommendation will be made concerning certification, depending on the candidate's knowledge, skills, and attitudes.

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[41] See footnote 33.

A second certification trend which was evident in the responses was that toward requiring or, at least, recommending that all teachers, regardless of subject area, take a course in the teaching of reading. New Jersey was the only state that reported it as a requirement for *all* teachers, while Maine and Maryland noted that this moved was under consideration. Presently Maryland requires a course in the teaching of reading for English and social studies teachers only. In one Maryland county, this course is required of all teachers. Pennsylvania reported that, while a course in reading is not required for certification, it is "strongly urged" for the development of bilingual education teachers.

New Hampshire indicated the possibility of requiring "double majors." While that was the only state that reported that possibility, in some Maryland counties (and conceivably in other states) priority in hiring is currently given to those applicants who are 'qualified' to teach in more than one area. Unfortunately, economic exigency does not always preclude the requirement of 'complete' certification in a second or third content area. The current economic situation and the resulting employment practices augur well for *requiring* prospective and experienced teachers to be certified in a second or third subject area.

The trends in teacher certification which will most likely continue to develop are those which address themselves to the concern for accountability (CBTE) and to the acquisition of the basic skills. While there is currently some movement toward requiring courses in reading for all teachers, it is quite conceivable that future concerns will include the areas of writing and mathematics. The implication in these certification requirements is that these subject areas are an integral part of teaching any subject, including foreign languages.

EXISTING AND EMERGING GOALS FOR FOREIGN LANGUAGE PROGRAMS

Today's teaching of foreign languages is characterized by multiple goals related to the teaching of language skills, culture, civilization, ethnic studies, career education, grammar translation. Thus, the purposes and overall direction of foreign language programs are often conflicting. An immediate consequence may be a poor public image when students are 'lost' in the foreign language sequence as a result of moving or being promoted.

The need to clarify goals, to establish priorities, and to provide for continuity and consistency in foreign language programs, while safeguarding opportunities for teacher and student creativity, has been underscored by the national trend toward educational accountability. Today's taxpayer is no longer willing to subsidize some of the fragmented curricula of the late 1960's and early 1970's. Foreign language teachers, on the other hand, having designed and implemented programs which are successful and which do respond to the interests and needs of their students, are often unwilling to return to narrow, tightly sequenced, and prescribed curricula and formalized methodologies which allow little scope for individual differences. It is imperative that foreign language teachers, as a total and unified profession, assume immediate responsibility for the choice of program goals, the ordering of priorities, and the establishment of minimal skills and competencies for themselves and their students. The alternative to acceptance of the task may well be the imposition of goals, priorities, and programs by other segments of the educational hierarchy.

This Committee suggests that the goal of communicative competency be a means of integrating the foreign language curriculum. As a goal, communicative competency can facilitate the achievement of other goals as well as encourage the use of a variety of teaching techniques designed to accommodate different learning styles. In the exercise of the four language skills, there are two fundamental criteria: Has the message been sent? Has it been received? Even at the beginning levels of foreign language study, communication as a goal is honorable, possible, attainable, and exciting.

A foreign language program based on the goal of communicative competency has been implemented in at least one senior high school,[42] and students at every level and in every language have engaged in a series of activities to supplement regular course work. One-minute improvised talks, spontaneous conversation in small groups, impromptu problem-solving situations, dialogues, and demonstrations are tape-recorded and critiqued by the students, native speakers of the language, and teachers. One criterion is used for evaluation: Has communication been established? Even those students who at first are reluctant and unwilling to be 'put on the spot' are becoming encouraged by what they can do in the foreign language. Far from having a negligent attitude toward errors because "they don't matter," students are attentive to what they say and interested in learning how to correct their mistakes. They are often motivated to ask "How do you say. . . . ?", requesting a phrase or word that they want to use in a communication exercise but are unsure of or do not know. Teachers report that students are speaking more, with fewer errors, and with a greater degree of confidence in all types of activities in the foreign language classroom.

The goal of communicative competency is one way of structuring the foreign language program at all instructional levels. Foreign language courses at the post-secondary level, based on the goal of communicative competency, are viewed as vital for both experienced and prospective teachers of foreign languages, since they themselves would be taught by an approach similar to the one they might be expected to use in their teaching.

DIRECTIONS IN THE PROFESSIONAL EDUCATION OF PROSPECTIVE TEACHERS

Pre-Secondary and Secondary Teachers. Today's approach to the professional education of the pre-secondary and secondary foreign language teacher appears to be a performance-oriented one which seeks to develop the teacher's ability to analyze teaching knowledge and skills. The flexible teacher must be able to diagnose, prescribe, and implement instructional strategies, while at the same time integrate professional knowledge and skill creatively with personal style within the constraints of the teaching situation.[13] One of the most pervasive activities which contributes to the development of these goals and is reported in teacher education programs is the use of questionnaires in the foreign language classroom. The results of the questionnaire are especially useful to prospective teachers as they attempt to interact with students in field settings. The questionnaires treat a wide range of topics and provide information on which prospective teachers can begin to build a teaching style. The following questionnaire[14] is one which was developed for use in describing teacher characteristics which secondary school students perceive to be important in winning and keeping them in foreign language study.

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[42] This program currently operates at Thomas S. Wootton Senior High School in Rockville, Md.

How to Win Students and Keep Them in Foreign Language Study Questionnaire

Date ____________________________

School ____________________________ Grade ______________

This is a survey to identify the types of teacher characteristics which will help to encourage students to begin and continue foreign language study. Please give your opinion by checking the appropriate category.

The most effective ways to motivate students to begin and continue foreign language study are:

FOR A TEACHER TO

1. Be highly motivated him/herself. Agree Disagree
2. Be enthusiastic about his/her students, subject, and teaching. Agree Disagree
3. Be businesslike and expect his/her students to achieve. Agree Disagree
4. Be well prepared and have the lesson well organized. Agree Disagree
5. Know his/her subject matter and use a variety of approaches to make the lessons interesting to the students. Agree Disagree
6. Give recognition to students who try hard and to students who do well. Agree Disagree

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[13] This observation was based on an examination of descriptions of foreign language teacher preparation programs in the following institutions: University of Maryland, College Park (William DeLorenzo, resource person); University of Massachusetts, Amherst (Jean-Pierre Berwald, resource person); University of Virginia (Kenneth Chastain, resource person); State University of New York at Buffalo, (Anthony Papalia, resource person); State University of New York at Albany, (Charles Hancock, resource person).

[14] This questionnaire was developed by Charles R. Hancock and based on the findings reported by Elmwood D. Davis "Selected Secondary School Teachers' Suggestions for Motivating Students," *Psychological Abstracts*, 54 (Oct.-Dec. 1975), 4.

7. Be fair, tolerant, and just with his/her students. Agree Disagree
8. Enjoy working with students. Agree Disagree
9. Be friendly but demand that the students work hard. Agree Disagree
10. Be able to explain things well. Agree Disagree
11. Be a person who is patient with students. Agree Disagree
12. Other: ______________________________

Prospective foreign language teachers can begin to use such questionnaires and interviews, such as those reported by Hosenfeld,[45] to enhance their ability to integrate their teaching knowledge/skills/attitudes with students' perceptions. These types of investigations reflect the current emphasis on learner-centered (rather than content-centered) programs at various levels of instruction. They also reflect efforts to respond to a performance-based program of teacher education.

Post-Secondary Teachers. In many post-secondary institutions, the Teaching Assistant is required (and in some cases, only invited) to attend an orientation workshop before the beginning of the semester. The purpose of these orientation sessions is to acquaint the instructor with the text, the supervising professor, some teaching techniques, and departmental testing policies. The popularity of the brief pre-session orientation format as the only attempt to deal with teaching at this instructional level is somewhat indicative of the apathy with which lower-level language classes are viewed and the lack of concern for the quality of instruction at that level. It is encouraging to note that, in addition to the traditional pre-semester workshop, coordination of language courses, and peer and instructor classroom visitations, several northeastern colleges and universities have instituted more viable programs for preparing post-secondary foreign language teachers. These programs range from requiring foreign language and literature master's and doctoral candidates to take a semester course in the teaching of languages at the post-secondary level to more elaborate programs which include seminars in linguistic and psychological foundations of language teaching, interning, readings in pedagogy and innovations, weekly problem-solving meetings with course heads, etc. In one institution (and possibly in others), prospective post-secondary language teachers utilize audiotape recorders for self-critique sessions.[46] An example of guidelines for preparing "Teaching Fellows" for Departments of Languages and Literatures may be found in Appendix A.

Although preparation programs of the types noted above do exist at some post-secondary institutions, the professional preparation of language teachers for that level needs to be upgraded. In addition to literature, all master's and doctoral students must be advised to pursue courses and programs in other fields. Linguistics, second language acquisition, motivation, attitude change, group instruction, rhetoric and communication, cross-cultural communication, and counseling and career guidance are some areas that they may explore. It is highly advisable that these students, like their pre-secondary and secondary counterparts, develop an expertise in a second field—one that would primarily prepare them to teach interdisciplinary courses which are now becoming necessary at the post-secondary level. In lieu of a second literature area, as is usually the case, a second area of concentration might be in anthropology, history, linguistics, psychology, science, sociology, political science, or others.

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[45] Carol Hosenfeld, "Learning About Learning: Discovering Our Students' Strategies," *Foreign Language Annals*, 9 (1975), 117-29.

[46] For further information contact Wilga M. Rivers, Department of Romance Literature and Languages, Harvard University, Cambridge, Mass. 02138.

However, it is lamentable that there are few graduate programs in the department of foreign languages which require all of their graduate-degree students to take a sequence of pedagogically oriented courses. Indeed, in one institution which was contacted, graduate-degree language and literature students were not permitted to minor in education. The irony is that a majority of master's and doctoral foreign language and literature majors ultimately become teachers in post-secondary institutions. Their lack of professional preparation for this task leaves them no alternative but to teach as they were taught. More often than not, their college or university instructors also lacked formal instruction in the art of teaching. An attempt to remedy this cycle can only occur when language teachers in post-secondary departments realize that the acquisition of teaching skills for all post-secondary teachers is as vital as the acquisition of subject-area knowledge. Of what use is the knowledge of the grammatical structure of the foreign language, if foreign language instructors are not aware of the specific problems encountered by nonnative speakers who are attempting to learn that language? In addition to possessing an awareness of the interference problems, it is imperative that a 'teacher' of that language be familiar with effective teaching techniques and means of overcoming interference problems.

THE STATUS OF THE CONTINUING EDUCATION OF EXPERIENCED FOREIGN LANGUAGE TEACHERS

Currentness of Teachers' Inservice Education. This Committee conducted a survey of experienced pre-secondary and secondary foreign language teachers.[47] Of the 211 respondents, 179 teachers reported that they received instruction in the area of general education while they were employed as teachers. Of these respondents, more than half completed their last inservice *general* education course during 1973-77. There were 166 teachers who reported that they had had inservice work in *foreign language* education; again, more than half of them completed their last inservice specialty-area course during those same years.

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[47] This inquiry was conducted in the spring of 1977 by this Committee. It includes a total of 211 responses from foreign language teachers in ten northeastern states and the District of Columbia. The respondents were presecondary and secondary foreign language teachers and represent various languages and years of teaching experience. The survey forms were sent to state foreign language officials who subsequently distributed them to thirty foreign language teachers in their states. The purpose of the inquiry was to obtain input from colleagues in the field and was not intended to yield empirical data.

Structure and Focus of Inservice Education. Responses to the survey of state foreign language officials in the Northeast[48] indicated that ten states and the District of Columbia had a functioning structure for inservice work. Curricular innovations were introduced through inservice activities involving varied combinations of state, local school system, professional organization, and college or university sponsorship.

State foreign language officials who responded to the inquiry reported a diversity in the variety and frequency of inservice offerings for the last three years—from thirteen topics in one state to one topic in one state. Types of inservice work noted by the respondents were: individualization and curriculum development (nine states); media (eight states); career education, cross-cultural communication, teaching fundamental foreign language skills, communicative competency (seven states); interdisciplinary studies (six states); metrics, basic skills (four states). At least three states offered inservice work in bilingual/bicultural education, and two reported inservice work in ESOL.

Teachers' Perceptions of Inservice Education.[49] While state foreign language officials report a diversity of inservice topics, classroom teachers still feel that more work needs to be done in the areas of teachers' changing roles, preparation in diverse teaching methods, materials development, and improving language proficiency. Additionally, foreign language teachers in the Northeast greatly value contact with colleagues, opportunities for travel and study abroad, and inservice work which is specific to their subject area. Their frequent complaint that inservice work is often too general would indicate that there is a definite need to blend the general concepts with the subject-area content. Too often supervisors and administrators assume that classroom teachers readily see the application of general education concepts to their area.

When asked to indicate the weaknesses in their inservice work, experienced teachers often characterized it as poorly structured, too idealistic, too superficial, irrelevant, or too brief. In contrast to positive feelings which might be generated by the report of a wide-range of inservice offerings in the northeastern states, these negative characterizations highlight the importance of evaluation and follow-up of all inservice education. Another significant implication is the need to seek more direct involvement of classroom teachers in designing and implementing inservice education. In essence, it appears that classroom teachers may not be as satisfied with the content, organization, and implementation of inservice workshops, courses, and meetings as sponsoring agencies, institutions, and organizations might assume.

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[48] See footnote 33.

[49] See footnote 47.

Projections for the Education of Foreign Language Teachers

In the introduction to this Report, the Committee presented some factors which affect the professional tasks of foreign language teachers. The second section presented an overview of the status of the foreign language profession, with particular emphasis on those states which comprise the Northeast Conference on the Teaching of Foreign Languages. This section deals with suggested approaches to the education of new and experienced foreign language teachers for all instructional levels. Specifically, these approaches include the development of (1) a broad-based academic and teaching-specialty preparation, (2) a broad-based experiential preparation, and (3) competency-based teacher education.

PROFESSIONAL NEEDS OF PROSPECTIVE FOREIGN LANGUAGE TEACHERS

Broad-Based Academic and Teaching-Specialty Preparation. Many college and university programs are designed to offer the prospective teacher a broad-based (liberal) education. However, it is not unusual to hear students who are preparing for teaching complain about having to take 'non-related' courses which comprise their academic and professional programs, e.g., math, science, English, sociology, philosophy, psychology, etc. Additionally, these students often view their broad academic background as limiting the number of courses in their chosen content area, i.e., foreign languages. This myopic view is counterproductive to the development of a flexible foreign language teacher. It is the belief of this Committee that a broad-based academic preparation for foreign language teachers is essential in order for them to function effectively in today's classrooms as well as to compete for employment.

This belief is based on the assumption that foreign language education, and foreign language teachers, do not exist in a vacuum. Since being part of a larger picture has implications which must first be recognized and then acted upon, two levels of broad-based connections—the *world* and the *individual*—can be looked at and examined for their relevance to the preparation of flexible foreign language teachers. First, teachers might consider Alvin Toffler's view of the world as popularized in *Future Shock*. Toffler presents revelations about today's world that many have felt but few have been able to verbalize. In summary, the problem seems to be that the only constant is continual change, and the only sure thing is that the next day, month, or year will not be like the last. New, major, social issues which will ultimately affect the foreign language teacher are arising at a rapid pace, e.g., the changing role of women, the rise of consumerism, the dilemma of choosing between loyalty to the government or to personal principles, the effects of pollution and control over the environment, the demise of the 'melting pot' by the affirmation of ethnic heritage, the 'new morality,' and academic standards versus personal growth. These issues, several of which were presented earlier in this Report, have posed a challenge to educational institutions and every classroom teacher.

In order to integrate their discipline into the social fabric, foreign language teachers must capitalize on the trend toward international communication and closeness, and the new careers which are developing in this area. It means heightening the cultural awareness which is now gaining popularity in this country as in others. It means focusing on literary contributions from foreign writers which have relevance to the moral and social issues that need insight and comparative perspective. It means educating foreign language teachers who are able to comprehend the Toffleresque differences between yesterday and tomorrow, while comprehending the reasons for the similarities of human actions throughout time or at any given time among different cultures.

Second, foreign language educators must consider the current emphasis on the learner as an individual. This is not to diminish the importance of the subject, but to put it in its proper perspective. When individuals prepare themselves to be teachers, then, their background ought to include learning about the needs and characteristics of those they will attempt to teach. It is not advisable to separate the teaching of a foreign language from the teaching of an individual who is experiencing the impacts of physical development, peer pressure, changing mores, and behavioral fluctuations. The importance of motivation, maintenance of interest, various learning modes, and differences in socioeconomic background at all instructional levels should not be underestimated. The ability to relate what one is teaching to a student's life is often a key to success or failure as an educator.

Beyond broad-based academic considerations, acquisition of competence in alternate areas of concentration is also required of foreign language teachers. In the past, teachers of Latin and Greek learned to overcome diminishing enrollments by developing expertise in other subject areas. Now, all foreign language specialists ought to consider second and third areas of concentration so that their multi-faceted value to any school will be apparent and desired. As new foreign language teachers enter the present world of comprehensive schools and condensed budgets, the more diverse the background, the better. Currently, discussions with colleagues at all instructional levels indicate that teachers who have only one area of expertise, i.e., a single language, are destined for 'surplusing' or dismissal. Given the current lull in foreign language enrollments, it has been noted, again in discussions with colleagues, that prospective teachers who have double or triple content-area concentrations are more apt to find or retain employment than those who are prepared to teach only one language. Indeed, some school systems adhere to an unpublished policy of not hiring teachers with a single-area concentration.

A combination of several languages is probably the most common subject-area combination found among foreign language teachers. However, the current decline in language enrollments appears to offer language teachers some rationale for preparing in a subject area other than another foreign language or in addition to a second foreign language.

It is difficult and somewhat risky to recommend specific areas for a second concentration. However, prospective and inservice teachers at all instructional levels cannot ignore the implications of the back-to-basics movement and the needs of ethnic minorities in this country. Additionally, the increasing concern for the educational needs of 'older citizens' expands the options which are open to the foreign language profession. Specifically, these movements or trends augur well for concentrations in elementary education, reading, ESOL, bilingual education, adult education, social work, counseling, and other areas. In addition to broadening one's intellectual horizons, concentration in one or more of the above areas would serve to increase (although not guarantee) one's employability in a highly competitive job market.

It would appear that the most logical method for prospective pre-secondary, secondary, and post-secondary teachers to acquire a broad-based academic and specialty-area preparation would be through judicious use of their electives and minor-area options. Students are often tempted to utilize elective options to take 'snap' or 'fun' courses with little or no concern for their future career value. Obviously, the students will need the help of concerned and perceptive advisors. Depending on the program's structure, these advisors might be from the College of Education, the Department of Foreign Languages, or both. In those cases where there are two advisors, education and language, the advisors should be working as a *team* to help the prospective teachers plan and organize their total post-secondary experience.

This Committee proposes the following guidelines for advising prospective foreign language teachers:

(1) *When Do Advisor and Advisee Meet?* The ideal time to meet is during the first week of the student's first year on campus. If this is not possible, the meeting should occur as soon as is convenient for both parties, but prior to the beginning of the student's second semester on campus. The purpose is to advise the student as early as possible to insure judicious use of elective option.

(2) *What Should Be Discussed?* Students will have many questions, although this might not be evident at the beginning of the session. However, in addition to helping the student adjust to the 'new' environment, the advisor should discuss the student's goals and interests, job opportunities in the field, a rationale for a broad-based education, and a tentative program of study for the duration of the student's post-secondary experiences.

The advisor should make certain that students are aware of those courses which would prepare them for today's classroom setting. If foreign language teachers are to have a broad-based preparation, they should be initially advised to elect courses in other disciplines, e.g., fine arts, social and physical sciences, etc. Additionally, the prospective teacher should receive help in building a viable alternate area of concentration. Obviously, it is difficult to identify with certainty any one area which would be the ideal alternate. It is precisely at this point that the student needs the expertise of a well-informed advisor. The advisor needs to be well-acquainted with current and projected societal needs and the resulting educational trends. For example, there is presently an emphasis on the basics. Additionally, there is concern about the needs of cultural minorities and older citizens. As suggested earlier, it would seem logical that prospective foreign language teachers be counseled to prepare themselves for work in other areas, e.g., elementary education, reading etc. Dedicated students of teaching should be willing to utilize their electives and 'extra' time (summer sessions) to acquire this background if they have a clear perception of their responsibilities to their future profession.

(3) *How Frequently Do Advisor and Advisee Meet?* The number of meetings will depend upon the number of problems or questions which arise throughout a given semester. However, it is suggested that there be a minimum of one meeting per semester in order to assess the advisee's progress and plan or adjust the sequence of future courses and experiences. Furthermore, these meetings provide the personal contact with individual students which is often lacking at large, and sometimes small, post-secondary institutions.

Broad-Based Experiential Preparation. Foreign languages, or any other discipline, are a part of the total school curriculum. The content of any one discipline is a potential vehicle for enhancing growth in the general developmental areas that relate to the intellectual, physical, and emotional needs of all the students. There is, indeed, great potential for foreign language teaching to contribute to common growth in what Bruner has called understanding the "structure of knowledge," in what Dewey conceived as a continuum of experience, in what Maslow described as steps toward "self-actualization." However, the degree to which schools make progress toward achieving their goals may depend on how much each teacher and each discipline know about what the others are doing. As foreign language teachers are more informed about teaching methods in other areas, mutual curricular innovations, and the importance of individual differences and learning styles, etc., the more they can play an integrated role in the schools in which they are employed.

In order to develop this skill, teacher educators have recommended that prospective teachers participate in an array of direct professional experiences. These diverse, direct experiences apply to the preparation of elementary through post-secondary foreign language teachers and could be arranged so that they occur at various stages during prospective teachers' education—ranging from their first to last year on campus. In addition to specific subject-area techniques, they would provide experiences in dealing with more universal skills needed by *all* teachers regardless of subject matter or instructional level, e.g., motivation, lesson and unit planning, classroom management, personalizing education, public relations, teacher-student relationships, and so forth. Experiences which provided practice in the exercise of these generic skills should be prime factors in the education of all language teachers. The following are selected descriptions for the organization and content of both early direct experiences and a collaborative approach to the direct student teaching experience.

Early Direct Experiences. When feasible, there should be at least one organized direct experience per year from the students' first year on campus through their graduation. These experiences can range from organized classroom observations to supervised presentations in the subject area. The two following early experience plans are presented for perusal and possible adaptation. The first plan is representative of a more general introduction to teaching and is designed to expose teachers of all subject areas to the nature of the profession.[50] This plan, in part or in whole, may be adapted and implemented as early as the students' first year in their preparation for teaching. The second plan[51] was originally designed as part of a secondary school language teacher's methods course. With appropriate adaptation, this model can be applied to the preparation of post-secondary teachers as well.

EARLY EXPOSURE FOR GENERAL EXPERIENCE. This early experience plan is designed so that prospective teachers: (1) acquire information about variety in programs, organizational patterns, curricular materials, instructional practices, school populations, and settings in a variety of secondary levels; (2) gain perception of self in teaching role(s); (3) receive feedback concerning teaching behavior; and (4) make more informed career decisions congruent with (1) through (3).

The various program options which are available to students under this plan are (1) a directed observational model, (2) a teaching aide service model, and (3) a performance sample model. Tables 1 through 3 present the recommended activities for each of the suggested models.

Table 1

Directed Observational Model

- Introduction to a variety of classroom observational tools;
- Use of observational tools in instructional settings;
- Reflection and synthesis of own and others' findings.

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50. These plans were designed by Judith P. Ruchkin, Associate Professor of Secondary Education and Associate Director of Laboratory Experiences at the University of Maryland. The plan has been implemented as a regularly scheduled course and is offered as an elective for students in all content areas. This course is highly recommended by the area advisors in foreign language education and on several occasions has altered students' plans to pursue teaching as a career.

51. This plan was developed by Charles R. Hancock and has been implemented by him at SUNY at Albany in cooperation with presecondary and secondary foreign language teachers in the Albany area.

Table 2

Teaching Aide Service Model

- Informal Interaction (Spontaneous and unplanned conversations with students, teachers, aides, etc; helping with classroom activities; eating lunch with students or teachers);
- Formal Interaction (Anticipated interactions involving help with classroom projects, leading discussions, supervising individuals or groups in lunchroom, assemblies, or on field trips);
- Administrative/Clerical (Taking attendance, correcting papers, taking care of supplies, operating office machines, operating audio-visual equipment, etc.);
- Preparing Materials for Teacher (Making dittos, teaching aids, posters, bulletin boards, etc. under the teacher's supervision);
- Preparing Materials for Own Use (Selecting, gathering, organizing materials and equipment to be used in one's own teaching: films, books, periodicals, audio-visual equipment, maps, and items for a learning center. Also includes preparing dittos, bulletin boards, and other materials for own use).

Table 3

Performance Sample Model

- Large-group instruction (The student will have the opportunity to teach a lesson to a whole class. The lesson would be taped and some observational schemes used to help assess effectiveness; possible focus on teacher-pupil interaction, logical organization of material, enthusiasm in presentation, and clarity of presentation.)
- Small-group instruction (The student will have the opportunity to interact with a small group of students [four to seven]. The taping option might also be utilized to help assess effectiveness with a possible focus on the amount of participation by students and teacher, quality of participation by students, and the assessment of leadership in the group interaction analysis.)
- Tutorial or one-on-one instruction (The student will have the opportunity to give individual help to a pupil. Again, the lesson might be taped to help assess effectiveness with a possible focus on the student's diagnostic ability to determine pupil needs, clarity of individual presentation, and empathy in relation to the individual.)

These three models are designed as separate, sequential experiences. They would occur as separate courses during the first, second, and third years of the prospective pre-secondary and secondary teachers' professional preparation and, with the appropriate modifications, during the first, second, and third semesters of the prospective post-secondary teachers' professional course work. Arrangements for these experiences can be made through the appropriate post-secondary or cooperating school offices. Where such formal coordinating services are nonexistent, less formal arrangements can be made similar to those presented in the collaborative student teaching model on pages 95-97 of this Report. While the three models represent three formal, organized courses, they are presented here as examples of the kinds of experiential activities which could be arranged for the individual prospective teacher for any instructional level.

EARLY EXPERIENCE FOR SPECIFIC CONTENT-AREA EXPOSURE. The Foreign Language Methods Laboratory experience is designed to offer students opportunities to observe the teaching-learning process and to participate in it on a progressively increasing scale throughout the semester. A secondary, but none the less important, objective is to offer the participating teachers help in performing their many daily tasks. The plan, unlike the previous one, is designed as a single-semester experience and is implemented as part of the methods course. Whereas the early general experiences would be implemented during the prospective teachers' initial years or semesters on campus, this experience is considered 'early' in that it would immediately precede the student teaching or interning phase.

Managerial and academic tasks are suggested for this plan. A list of activities pertinent to each of these is presented in tables 4 and 5.

Table 4

Managerial Tasks

- Checking roll;
- Arranging the classroom (seats, etc.);
- Setting up audio-visual equipment;
- Passing out papers, assignments, etc.;
- Running ditto copies of exercises, tests, etc.;
- Other appropriate activities.

Table 5

Academic Tasks

- Observation of teaching (possibly different teachers in the school) *and* discussion;
- Tutoring individuals or small groups of students;
- Teaching small segments of the total class lesson (e.g., presenting an oral drill, vocabulary items, a pronunciation lesson, a grammar point and generalizations, a reading or writing exercise, a culture contrast [between the target culture and America], and other appropriate activities);
- Teaching a segment of the lesson lasting more than half of the class period.

Methods students may be asked to participate in other ways than those listed above. The prospective teachers are asked to maintain a 'Participation Journal' wherein they note all activities in which they engage and record observations about teaching and learning which they feel will be of use to them.

The emphasis on early field experiences must include a concomitant increase in structure and coordination so that students continue to have rewarding, enriching experiences in the various contacts with learners. Some of the issues which need to be considered by those who are involved in preparing teachers include:

(1) Remunerating cooperating institutions/staff;
(2) Providing a variety of field experiences;
(3) Coordinating students' and cooperating institutions' schedules to allow for early experiences.

Again, this plan is part of a formal course arrangement, in this instance of a specific area—foreign language methods. However, as was suggested with the first plan, portions may be implemented separately and during different phases of the prospective teachers' professional education as appropriate. An evaluation form for student performance of these tasks is included in Appendix B.

Collaborative Approach to Student Teaching. The direct field experience, especially student teaching, brings prospective foreign language teachers closer to the reality of their task. At this stage, the focus is on *applying* the knowledge gained on campus and *adapting* one's academic background within the context of the classroom setting. The degree to which these experiences contribute to the development of flexible teachers depends on the way in which the experience is structured and how its components relate to that goal.

Preparation of flexible teachers is a *mutual* objective. It is valued by campus-based professionals who want their students to be successful in fostering the aims of foreign language instruction. It is similarly valued by the personnel of cooperating institutions who want foreign language teachers to be both effective teachers of students in their particular educational setting and contributors to the general welfare of their institutions. Recognition of this common stake in teacher preparation has led to a gradual movement toward shared responsibility and the development of a 'partnership' concept, in which joint identification of needs and preparation strategies has evolved. These goals have resulted in certain collaborative models which help structure the direct field experience and which enhance specific subject-matter teaching in an atmosphere of general background development and broad-based growth. One large northeastern university currently employs two approaches to collaborative teacher education on the secondary level, the Teacher Education Center and School-Based Supervision Team.[52] Again, with the appropriate adaptations, aspects of these models can be implemented at the post-secondary level as well.

TEACHER EDUCATION CENTERS. The Teacher Education Center concept as developed at the University of Maryland has been operating for approximately ten years and is an example of a model which has been accepted nationwide. When foreign language student teachers are placed in centers, they are part of a cluster of prospective teachers from a variety of disciplines, e.g., English, social studies, physical education, art, and so forth. Each of these students participates in a mutually designed program which balances an intensive continuous experience in the specific teaching field with a diversified and generalized exposure to broad perspectives on teaching and learning in the 'real' setting. Complementary sources of help are provided by cooperating teachers, who offer guidance and feedback in line with their subject matter expertise, and by a Center Coordinator who is simultaneously an employee of the university and the local school system where the center is located. The Center Coordinator structures additional extensive experiences and provides *generalist* supervision related to broadly relevant teaching and interaction skills. The center can facilitate development of flexible teachers by:

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[52] At the time of publication, these two approaches are utilized at the University of Maryland, College Park. For further information, contact the Director of Laboratory Experiences, College of Education.

(1) Providing a variety of teaching experiences which involve different grade levels, different ability groups, exposure to different teaching styles, and different school environments.

(2) Structuring exposure to and enhancing familiarity with: (a) administrative personnel, (b) duties and philosophies; (c) roles and responsibilities of guidance counselors, (d) resource teachers, media specialists and other school personnel, (e) co-curricular and special duty assignments, (f) community organizations, and (g) parent concerns.

(3) Holding regular, on-site seminars which involve all student teachers from all disciplines. Through this vehicle, problems and successes can be shared across subject-area lines and a broader perspective can be gained on matters of mutual interest. Topics of general relevance are also dealt with: (a) developmental needs of students, (b) planning strategies, (c) grouping for special needs, interests, and backgrounds, (d) classroom management, (e) evaluation of student progress, (f) job applications and interviews, (g) parent conferences, (h) self-evaluation of teaching performance, (i) the role of professional associations, and (j) other locally relevant issues that pertain to *all* teachers in a given educational setting.

(4) Providing supervision and feedback from an experienced teacher educator who can focus on universal teaching skills and can employ objective feedback tools such as interaction analysis scales and videotape playback.

(5) Providing immediately available, on-site assistance for students who need to work through problems and conflicts experienced in their teaching.

SCHOOL-BASED SUPERVISION TEAMS. Another version of collaborative preservice teacher education is the School-Based Supervision Team. In this model, a selected team of four or five school personnel provides orientation, seminars, general supervision, and performance evaluation services for a cluster of student teachers assigned to their school. Broad-based perspectives and influences are similar to those provided in a center, but the on-site team, as a multiple resource for the intern or student teacher, replaces a single coordinator. Direct supervision is purposely structured on a cross-discipline basis so that team members can provide a general perspective on teaching that complements the special perspective offered by a subject-matter cooperating teacher. The advantage here is that a student teacher has several available sources of feedback and help, all of whom are chosen for their experience and success as practitioners in the setting in which the student teacher is expected to function. The collaboration which is characteristic of this model is enhanced by regular team meetings with university-based teacher educators to plan, solve problems, and enhance the perspective on their role responsibilities. It is also important that the availability of subject-matter resource persons on campus be available to help with needs and problems related to student teachers in their respective fields.

Arranging the Collaborative Approaches. While these arrangements, teacher education centers and school-based supervision teams, are examples of comprehensively designed structures for aiding in the development of flexible teachers, the concepts are appropriate to virtually any institution and instructional level. The key ingredients for this kind of collaborative program development are the individual college supervisor and the foreign language teacher in the cooperating institution. Without the need for formal institutional 'trappings,' special budgets, or extra personnel, these two individuals can plan an expansive and broadly conceived program as long as there is a will and interest in so doing. The following vignette demonstrates the relatively simple procedures for organizing and implementing a collaborative approach to student teaching or interning.

Imagine that a new student teacher will be placed in the local school. The college supervisor communicates with the language teacher at the cooperating institution in order to confirm arrangements for the placement. Together they decide that it would be best to share each other's expectations and perceptions, so they plan to meet for lunch. At this initial meeting, both agree that they want the prospective teacher's experience to be the best that they can devise. The cooperating teacher tactfully suggests that some of the more difficult demands that he or she and other teachers now have to meet are not related to content, but concern more general matters for which new teachers are often unprepared. The college supervisor is convinced that a broadened perspective must be recognized and suggests that they think of some ways to deal with the challenge.

In the process of their discussion the collaborators raise three important questions:

(1) What does the prospective teacher need to learn?
(2) What experiences and exposures should the prospective teacher have to facilitate this learning?
(3) What resources are available to draw upon in providing these experiences and exposures?

The identification of these fundamental questions helps give direction and focus to the plan which is being designed. As they are considered, the 'answers' become clear and the plan takes shape. First, agreement is quickly reached that student teaching affords the opportunity for a novice to meet two distinct and important learning needs:

(1) To learn what the foreign language program at the cooperating institution looks like, how it is organized, what it attempts to achieve, and what a teacher in that setting is expected to do;
(2) To learn what general teaching perspectives and strategies are useful and necessary, what school-wide resources are available and valuable, how a teacher approaches colleagues and related personnel for help, how the educational institution relates to its community, and what roles and responsibilities are incumbent upon all members of the instructional staff.

Once learning needs have been identified, the question of priorities is addressed. It seems clear to both the supervisor and the teacher that a range of direct observation and involvement can best facilitate the desired outcomes. Gradual induction into the full scope of the teacher's role is probably best, and a combination of short observations, informational conferences, team teaching, and experience with the full responsibility of teaching is anticipated. The two collaborators select three areas in which these exposures and experiences should take place: the foreign language program, general teaching skills and school-wide concerns, and non-teaching responsibilities and roles. Their specifications for exposure and experience in each of the areas, depending on the instructional level, may be:

Foreign Language Program

(1) Observing and teaching various grade levels, languages, and programs;
(2) Utilizing various materials and methods;
(3) Teaching two or more levels in the same classroom;
(4) Planning units and daily activities;
(5) Ordering texts and supplementary materials;
(6) Participating in department meetings;
(7) Tutoring individual students and small groups;
(8) Preparing evaluation/progress instruments.

General Teaching Skills and Institution-Wide Concerns

(1) Short- and long-range planning;
(2) Classroom management and discipline;
(3) Student evaluation;
(4) Use of media;
(5) Use of arts and crafts;
(6) Articulation with other fields;
(7) Administrative and institution-wide objectives and practices;
(8) Liaison with guidance departments, academic advisors, and other special resource personnel;
(9) Parent and student conferences;
(10) Familiarity with the community.

Non-Teaching Responsibilities and Roles

(1) P.T.A.;
(2) Extracurricular activities and clubs;
(3) Pupil accounting;
(4) Lunch, corridor, lavatory, and bus duty.

The array of areas in which experience and exposure for the prospective teacher seems desirable is large. Clearly, the balance between breadth and depth will have to be a major consideration in designing the particulars. Many of the areas will involve short exposures through observations; others will be handled in conferences or meetings on a specific item; still others will involve limited or extended teaching and teaching-related activity which will draw upon and integrate much of what has been learned in the planned corollary experiences. Before finalizing their plans, the college supervisor and the cooperating teacher realize that they still must deal with their third question and determine what resources they have to help with all of these needs. Two major sources are quickly apparent. First, the language students in the cooperating school will be the major resource. They will comprise the people, the setting, and the experience and 'practice' with many other aspects of the profession. Second, there is a great abundance of resource help in the other teaching staff and personnel in the cooperating institution. For example, the vice principal—and the shop teacher—may have much to offer on the subject of classroom discipline. Perhaps the art teacher has developed ways to integrate art activities with subject-matter learning. The media specialist, the resource room teacher, the guidance office staff, and many other faculty members have particular talents and information that can and should be shared with the novice. The two collaborators conclude that there are enough resources available for an experiential preparation program.

Since the cooperating teacher is acquainted with the educational setting, he or she will do the 'advance work' of contacting colleagues and requesting their help in this mutual educational effort. The cooperating teacher will arrange classroom observations, appointments with administrators and resource personnel, and other key activities which will occur in the cooperating institution. The college supervisor, on the other hand, will identify college resources and will draft a contract which specifies what particular experiences the prospective teacher should have throughout the semester. Together, the college staff member, the cooperating teacher, and the prospective teacher will agree upon the extent and duration of teaching responsibilities, involvement in various professional duties, number of observations and contacts to be made in relation to various learning areas, and the information areas which must be utilized.

As part of the contract, the collaborators agree to provide (1) feedback on progress, (2) time to discuss and evaluate what has been observed and experienced—in the classroom and outside, and (3) involvement of other school personnel in the observation process for the purpose of providing the prospective teacher with feedback from a variety of perspectives.

Thus, the collaborators have settled upon a program which they feel is well designed for the real educational setting. It was done cooperatively and included a broad-based orientation. With similar available resources, an effective approach which furthers the preparation of flexible foreign language teachers can be implemented between any cooperating institutions.

Competency-Based Teacher Education. The major thrust toward CBTE occurred in 1967.[53] By 1970 the movement had become a prominent topic of discussion among teacher educators.[54] Perhaps the most useful explanation of CBTE is presented by Johnson as he compares the characteristics of competency-based programs and common ones.

Characteristics of CBE Programs	*Characteristics of Common Programs*
The main indicator of the student's achievement is his ability to do the job which he is preparing effectively and efficiently.	The main indicators of the student's achievement are his knowledge of the subject and his ability to tell how the job for which he is preparing may be done effectively and efficiently.
Once a student has demonstrated his ability to do the job for which he is preparing, he may do it when he has completed his preparation. Time is not a factor. He may finish earlier than others or take more time than usual if need be the case.	The student operates within specified time limits such as academic years, semesters, and quarters. Class hour requirements are generally adhered to.
The criterion of success is demonstrating one's ability to do the job. Mastery criteria are used to determine how well the student performs. He must satisfy these criteria if he is to be considered competent.	The criteria of success are letter grades which indicate the extent to which the student knows the required subject matter.
There is little concern for entrance requirements. The student starts where he is. If he is not ready, he is helped to become ready.	Entrance requirements are important concerns. If he is not ready he cannot be admitted.
Flexible scheduling of learning activities is essential to provide for individual differences among students. This allows for year round educational opportunities and numerous possible times for enrollment.	Students are scheduled for instruction into fairly rigid blocks of time. The academic year and infrequent mass registration are standard practices.
There are no fixed rules as to how, when, or where learning is to be accomplished.	On-campus classroom teaching is the most common approach to instruction. Lengthy on-campus required attendance is standard.
Opportunities are provided to acquire competencies in practical field experiences or on-the-job.	Practical field experiences are limited.[55]

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[53] W. Robert Houston, ed., *Exploring Competency Based Education* (Berkeley, Calif.: McCutchan Publishing, 1974), xiv.

[54] *Ibid.*, p. xv.

[55] Based on a chart appearing in the *Journal of Teacher Education*, 25, iv (1974), 355-56. Used by permission.

The ever-increasing number of societal realities, such as those highlighted in the background information for this Report, makes it virtually impossible for the foreign language profession to ignore the trend toward CBTE in the education of teachers for all instructional levels. As was noted, one such reality is that of professional accountability. If educators are to be held responsible for the quality of instruction which students receive, then it is imperative that educators be afforded every opportunity to *master* the delivery skills which they will need to perform their job.

In the area of foreign language teacher education, professionals have been loosely following the MLA Guidelines for *competence in the language*.[56] These guidelines suggest a ranking of the candidate's competency in the language based on a five-point scale, superior to poor. These ratings still seem generally acceptable, mainly because appropriate criterion tests are not currently available. The MLA teacher tests are no longer being distributed; language tests in the *National Teacher Examination* (NTE) program deal only with listening comprehension and reading skills, although an interview-based speaking test has been introduced in selected areas on an optional basis as of fall 1977.[57]

Additionally, there is still much work to be done in identifying universally accepted teaching competencies for foreign language teachers. Until an empirical list of competencies is developed for the subject-area teacher, foreign language teacher educators will have to rely on their own judgment or on the collective opinion of the profession concerning specific teaching skills which need to be mastered. There are certain generic ones, however, upon which foreign language educators might readily agree: some of these are the ability to plan lessons, to use audio-visual equipment, to adapt textual material, to create teaching aids, to individualize instruction, to motivate students, and to construct effective evaluation instruments. These competencies suggest the kinds of skills which need to be developed in order to produce a competent teacher. In order to assist prospective teachers in the development of these competencies, and others which are deemed necessary, foreign language teacher educators are strongly advised to utilize specific-area, field-based, and on-campus experiences similar to those described on pages 86-97 of this Report.

In addition to developing a competency-based methods-laboratory model, the Committee wishes to call the reader's attention to the use of 'Protocol Modules.' This instructional packet, which is *unique* to competency-based teacher education, consists of videotaped or written representations of a teaching concept. Since the protocol module is designed to foster individualization in CBTE, it can be programmed as an extra-class activity. In order to acquaint the reader with the nature of and procedural steps for completing a protocol module, examples entitled, "Introduction to Protocols," and "Encouragement in the Foreign Language Classroom,"[58] are included in Appendix C.

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[56] Warren C. Born, ed., *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages* (New York: The Conference, 1974), p. 18; see also *Modern Language Journal*, 50 (1966), 323-425.

[57] Personal contact with John L. D. Clark of Educational Testing Service, 1977.

The reader should note that it is not the Committee's intention to suggest CBTE as a panacea for developing flexible teachers. Instead, it is proposed as a currently viable approach in developing an acceptable degree of competence in the area of teaching as the basis for flexibility in dealing with many types of classroom situations. The Committee assumes that: (1) the achievement of competence in teaching skills is a basic step toward building teacher confidence; and (2) confidence in the ability of teachers to perform their professional tasks can only serve to enhance their efforts to be flexible.

PROFESSIONAL NEEDS OF EXPERIENCED TEACHERS

The education of experienced teachers at all levels may be viewed as a continuation of preservice preparation, but increasingly it is a response to new priorities and new directions either imposed from without (by the federal government, state legislature, local board of education, college or university administration) or initiated from within (by heads of department, curriculum committees, individual teachers). While approaches to the education of experienced teachers have the same foci as those for the education of new teachers, implementation of broad-based, experiential, and competency-oriented activities must be viewed in terms of refining previously acquired skills as well as developing activities which explore new areas.

Broad-Based Activities. In order for foreign languages to become an integral part of the basic educational curriculum, foreign language teachers need to participate more actively in those inservice programs which their educational institutions deem broad-based. Secondary and post-secondary teachers need to enhance their teaching competencies by participating in programs for curriculum design and implementation, general language development, teaching of reading, creative writing, teaching the humanities, diagnostic-prescriptive teaching, effective use of instructional media, and effective use of community resources. Post-secondary teachers, in particular, might also explore the areas of adult psychology and adult education. The flexible schedules of college and university teachers facilitate participation in such activities. Knowledge gained by foreign language teachers in such areas as metrics, functional reading, or career education may become topics for specific-area activities where their practical application to foreign languages is highlighted.

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[58] These modules were utilized by Patricia Gobbett Levno for her doctoral thesis and are reprinted with her permission; Patricia Gobbett Levno, "Development and Validation of a Competency-Based Protocol Model of Instruction for Foreign Language Teacher Education," Diss. Maryland, 1977.

Furthermore, the committee believes that interdisciplinary endeavors must be encouraged and fostered. It is the responsibility of foreign language departments, course chairpersons, supervisors, and coordinators to initiate contact by bringing specialists from other areas together with foreign language teachers. Beyond this first step, these leaders should also be responsible for long-range planning and facilitating team efforts.

Experiential Activities. Whether the inservice topic is broad-based or specific to foreign language, a range of experiential, on-site activities should be offered as opportunities for professional growth.

Departmental and Interdepartmental Cooperation. Meetings may serve as a mini-seminar, where teachers can come together to seek solutions to common problems, share successful teaching strategies, and develop complementary goals. An area or consortium meeting of secondary and post-secondary teachers may be designed as a mini-workshop where teachers can develop sequential objectives, plan program articulation, and develop cross-level curricula.

Sharing Sessions may be scheduled in order to allow individual faculty members to present ideas and information obtained at local, state, or national conferences or through reading the professional literature. Such sessions may also provide an opportunity for sharing and evaluating ideas and materials which have been implemented in individual classrooms.

Problem-solving sessions may be called whenever the foreign language department or a group of departments needs to resolve a common concern. An example of such a concern might be a high attrition rate in certain courses. Teachers would meet to brainstorm, that is, to suggest as many solutions as possible without fear of criticism or rejection. Once all solutions have been brought forth, the group analyzes the list and agrees upon the most appropriate solution to be implemented.

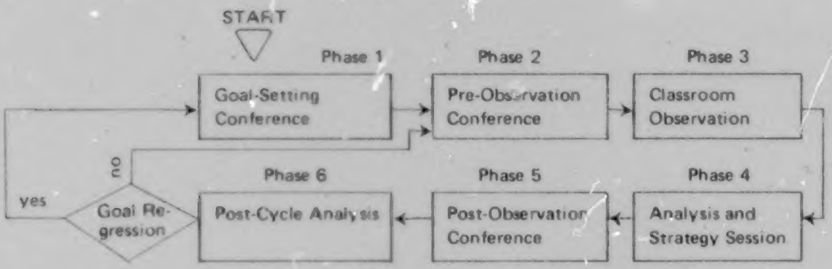
Teamwork. Departmental team planning and team teaching may be implemented at any time teachers of common courses agree upon objectives, activities, and assessments that they will realize in their individual classrooms. Interdisciplinary teams that cross all levels may be formed to test innovative techniques, study appropriate materials, and work with other teachers on an 'each-one-teach-one' basis.

Observation of Colleagues. This activity would logically follow team planning, but observation should not be limited to colleagues who teach the same language or even to colleagues who teach foreign languages. Teachers should be encouraged to visit classrooms in other disciplines and at other institutional levels.

Competency-Oriented Supervision. Finally, clinical supervision is offered as a competency-oriented approach that provides opportunities for professional growth. It is based on the assumption that teaching is a set of identifiable patterns of behavior that can, in fact, be observed, categorized, and analyzed. Through observation, analysis, and assessment of patterns of classroom behavior in terms of the teacher's objectives, teacher and supervisor together determine any changes or modifications called for in the teaching act. A change in selected teaching patterns, identified as undesirable or ineffective, can result in the improvement of instruction. There will, however, be no lasting change if it is imposed; the teacher must see the need for change and desire it if true change is to occur.

The flow chart below illustrates the six phases in the clinical supervisory process.

Clinical Supervisory Model



In all phases but one, the teacher is an active participant and partner in the process. However, it is the supervisor who is encouraged to initiate change or at least appreciate the need for change.

The initial phase, the *goal-setting conference*, is designed to: (1) provide an explanation of the purpose of and procedures for the clinical approach to improving teaching effectiveness, (2) seek to establish a teacher/supervisor relationship of mutual trust, (3) help classroom teachers to determine realistic goals for the year in their teaching, and (4) identify possible means and measures for attaining them. This phase could be efficiently implemented in an all-staff conference.

In phase two, the *pre-observation conference*, the supervisor seeks to understand the supervisee's approach to the lesson. Together, they discuss the teacher's objectives for the target lesson and unit as well as the appropriate data collection instrument(s) for that observation. A verbatim record rather than a descriptive one is kept.

In the third phase, *classroom observation*, the supervisor observes and records as much of the teacher/student behavior as possible. The data are collected as objectively and specifically as possible. General comments and questions about teaching procedures are recorded separately from raw data.

Phase four, *analysis and strategy*, does not involve the classroom teacher. At this stage, the supervisor reviews and analyzes the data which were collected during the in-class observation. The main purpose of this task is to identify the teaching techniques which the observee used and how they related to the teacher's objectives as discussed in the pre-observation conference. Also, the supervisor identifies and places in order of priority discussion points for the post-observation conference.

During phase five, *post-observation analysis,* the supervisor and the classroom teacher meet in order to share the results of the collected data. First, they will reconstruct events as they were recorded, verbatim, for the specific observation, in order to assess the accuracy and completeness of the data. Subsequently, the supervisor and the teacher proceed to compare the teaching patterns which have been identified with the objectives for the lesson in question. This is done so that they may determine which patterns *support* the previously stated lesson objectives. Together, the supervisor and teacher plan instructional activities which may promote improvement of teaching skills where appropriate. Finally, they mutually agree upon their respective roles in developing and implementing desired instructional activities. If necessary, the teacher is encouraged to revise the instructional goals for the year.

The final phase, the *post-cycle analysis,* takes on the characteristic of a 'reflective' session. That is, the supervisor and the individual teacher review the supervision process and discuss its degree of effectiveness. Additionally, the teacher assesses to what degree he or she has been *self*-analytical and *self*-directing. Once this has been established, the supervisory team (supervisor and supervisee) determines the date for repetition of this clinical supervisory process, i.e., pre-observation, observation, etc. (the goal-setting conference need only occur at the beginning of the academic year).

In summary, the clinical supervisory procedure has the following features which distinguish it from the more traditional approach:

(1) The supervisor is not expected to offer subjective generalities, e.g., "you did not ask higher-order questions," "there was good rapport," "you did not use backward build-up," etc.

(2) The teachers are expected to analyze their own patterns of behavior and those of their students in terms of the previously stated teaching objectives.

(3) The teachers are expected to determine the degree to which they were successful in executing the lesson.

(4) The supervisor *directs,* rather than *dictates,* change in the supervisee's teaching behavior.

Through conferences and observations that are meaningful to the teacher, the supervisor can help teachers test the reality of their perceptions about their teaching behaviors and, thus, strengthen their capacity for independent, objective self analysis, change, and growth.

All of the activities described in this section are non-traditional approaches to the education of experienced teachers. They are proposed as ways to resolve or mitigate the difficulties faced by teachers of foreign languages. Team processes can provide support to the less-experienced instructor and to the teacher who must teach two or more languages, or a combination of a foreign language and another subject. These same processes can save time and energy for teachers faced with many class preparations or multiple levels within a single class.

Conclusion

Today's foreign language teachers at all levels must be prepared to respond to the complexities of their teaching situations. Continued pressure from students and the public to meet societal and human needs highlights the importance of organizing and implementing alternative foreign language programs for a diverse audience. In order to realize this goal, prospective and experienced teachers must be educated and, where necessary, re-educated via approaches which promote teacher flexibility. It is the opinion of this Committee that its recommended approaches to both preservice and inservice education offer the best hope for preparing "New Teachers."

Appendix A

SELECTED TEACHING FELLOW TRAINING MODEL

HARVARD UNIVERSITY

Department of Romance Languages and Literatures

*Training of Teaching Fellows in the Department**

1. No first-year graduate students may teach. Most receive financial support.
2. All T.F.s either in the year preceding or during their fellowship must complete training which consists of:
   a. Orientation and Course Head meetings for 7 days before term begins (5 days of orientation, 2 days of course meetings). During the orientation, we have presentations on different aspects of the work, a visiting session speaker, two luncheon speakers, and demonstrations and practice of teaching (with videotaping and discussion of tapes).
   b. All new T.F.s (even from such other Departments as Comparative Literature or Linguistics) must do a full-credit graduate course in the College Teaching of Foreign Languages taught by the Language Coordinator (who is a full, ranking professor). This meets in lecture-discussion for two hours with one extra hour of practicum (demonstration and practice of techniques with a permanent Senior Lecturer who is a Master Teacher and Course Head). The course requires two term papers and five reaction papers to reading in the field, as well as study of three set books.
   c. Meetings with Course Heads are held weekly for preparation of work and discussion of mutual problems.
   d. After about six weeks of teaching, each student makes an audiotape of one class and writes an auto-critique. This year and last, we had a second round of videotaping (of complete class sessions) after about two months.
   e. Course Heads and Language Coordinator visit classes and help T.F.'s with criticism and appreciation of teaching. Evaluations are kept on file for later recommendations.
   f. Each year, each Course Head nominates the best T.F. in the course for the Travel-Study Prize contest. (The Travel-Study Prize is a check for $750.00). The contest is judged by three persons from outside the department who visit classes and talk with the contestants. The prize is awarded at a department lunch for all T.F.'s, Department Chairman, Language Coordinator, Course Heads, and judges. A speaker is invited.
   g. T.F.'s are encouraged to come and discuss in depth with the Language Coordinator or their Course Head any particular problems they have or ideas they wish to develop in relation to their teaching.

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* The training program was originally established by Professor Dwight Bolinger and Mr. Hugo Montero in the sixties. It is being continually developed and improved.

Appendix B

MODEL ASSESSMENT FORM

Cooperating Teacher's Assessment of Methods Participant

Name of Methods Student: ______________________________
(Last) (First) (Initial)

Please check the appropriate indicator: *Comments* (optional)

(1) Attendance ____ Satisfactory ____ Unsatisfactory ____________________
____

(2) Reliability
____ Neglects responsibility
____ Carries out responsibilities generally
____ Carries out responsibilities in an outstanding manner

(3) Lesson planning
____ Planning for lessons showed little effort
____ Planning seemed adequate generally
____ Planning seemed outstanding

(4) Response to students
____ Did relate adequately to students
____ Related only to a small number of students
____ Related to students generally
____ Related to most students quickly and effectively

(5) Classroom presence
____ Seems to have serious problems in establishing classroom presence
____ Seems to be developing adequately in terms of classroom presence
____ Seems to have qualities as a 'natural' teacher in
____ the area of classroom presence

(6) Other (optional)

(7) Please circle one of the following overall ratings as an assessment of the methods student's performance this semester.

5 (outstanding)
4 (above average)
3 (satisfactory)
2 (marginal)
1 (poor)
0 (unsatisfactory)

(8) Are there any comments which you would like to make about the method student's performance and/or development toward competence in teaching a foreign language?

Signature: ______________________ Date: ______________

Appendix C

SELECTED EXAMPLES OF PROTOCOL MODULES

TASK 1

Introduction to Protocols[1]

Note to Learner: At the end of this "Introduction to Protocols" you will complete "Self-Evaluation #1."

The Purpose of Protocols

A protocol module is a self-instructional package of printed and videotaped or filmed lessons which are *designed to help the prospective teacher understand an important concept relevant to teaching and relate this concept to classroom practice.* One definition of 'protocol' is an original record of an event or transaction. The protocol module which you are about to work through on "Encouragement in the Foreign Language Classroom" was developed from representations of classroom interactions. The interactions appear in the form of a videotaped and six written protocol transcripts.

How Protocols Differ from Textbooks

The essential characteristic of protocol materials is *their relevance to the actual classroom and their capacity to relate important teaching concepts to specific teaching behavior.* In this respect, protocols are fundamentally different from most textbooks used to train teachers. The typical textbook usually presents the important concepts and principles, but rarely gives the learner the kinds of experience he needs to translate these concepts into specific teaching acts that can be applied in the classroom. You will also find that the protocol is different from most textbooks in other important respects:

(1) First, *each protocol starts with a set of learner objectives.* These objectives will spell out in very specific terms what you will be expected to do after you have completed the module. Many students fail in conventional college courses simply because they cannot figure out what they are expected to learn. You will find the objectives a great help to you in successfullyy completing the protocol module.

(2) Second, *information about concepts and relevant teaching behavior is backed up with practice exercises* which are carefully designed to help you achieve the specific learner objectives. Unlike textbook content which is read passively, *the learner plays an active role in completing the protocol lessons.* Such active participation increases the amount you will learn from the lessons. The lessons are scaled so that each lesson moves you closer to performance that is similar to your task as a teacher in a regular classroom. In effect, the lessons will provide a carefully constructed map to help you make the difficult transition from theory to practice.

(3) Third, *protocols differ from conventional learning materials in that they provide for individual learner differences.* In the module on "Encouragement in the Foreign

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[1] Much of this material has been abstracted from the module on "Encouragement" in Walter Borg *et al.*, Student Manual (Logan: Utah State University, 1972), pp. 5-8.

> Language Classroom" individual differences are provided for by *self-pacing* and *branching*. A *self-pacing* instructional program is one which the learner can progress through the learning experience at his/her own rate. *Branching* provides the learner with different routes he can follow reaching the objectives. The protocol employs simple branching to adjust the learning experience for persons who require more or less practice to reach the objectives. Since self-evaluation measures are also included, the learner has a firm basis for deciding whether or not he needs additional practice.

What You Do in the Protocol Module

What is meant when we say that a person 'understands' a concept? Actually, there are many levels of understanding.[2] One of the lowest levels of understanding requires nothing except that the learner be able to state the concept or remember its label. Much of what students learn in school (at all grade levels) requires understanding at this level. The learner's achievement is usually measured by oral recitation lessons or multiple-choice tests. Such learning may help pass tests but does little to prepare the learner to *apply* his knowledge. Since teaching is an applied science, the learner profits little from knowledge that he cannot use.

The protocol approach leads to a much better understanding than is called for in conventional college courses. Learning is required at three levels which take the learner from the point where he has an abstract understanding of the concept to the point where he can demonstrate ways of applying the concept to a teaching simulation.

The following are the three levels:

(1) *Knowledge Level.* The first phase of your learning experience with the protocol module will be directed toward giving you an initial understanding of the concept and its behavioral indicators. At this level you will learn the name of the concept and study a list of language skills (behavioral indicators) that a teacher can use to apply the concept to the classroom. This is an important first step but falls far short of the level of understanding you need if you are actually going to apply the concept in your teaching. Most education courses and textbooks stop at this level. In fact, many fail to reach even this level and merely tell the learner the concepts or principles and leave it up to him to figure out ways he can apply them to teaching.

(2) *Discrimination Level.* Seeing examples of teaching can be a great help to the learner in relating an important concept to specific things a teacher can do to apply the concept to the classroom situation. If the learner can recognize examples of teacher behavior that apply to a given concept, he/she has a much deeper understanding of the concept that he/she could get from studying the typical textbook. Both written exercises and a videotaped exercise are used in the protocol module to help you recognize ways the teacher can apply the concept to the classroom. These exercises are representations of foreign language classroom interactions (the interactions are in English and are level 1, Spanish, high school level).

In the written transcripts, teacher remarks are underlined and the learner must study the remark and then decide what specific language skill the teacher has used to apply the concept. In the videotaped transcript, a number appears on the screen immediately before the teacher makes the keyed remark. Again, the learner must decide what specific language skill the teacher has used. With the written transcripts, the learner can proceed at his/her own rate of learning. With the videotaped transcript, he/she must respond at the same rate that the teacher remarks occur in the class discussion. This is a more difficult task but is a valuable experience since it prepares the learner to identify key language skills when observing in a regular classroom or in evaluating his/her own performance by replaying a videotape or audiotape recording.

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[2] The three levels of 'knowledge,' 'discrimination,' and 'application' which Borg cites correspond to the first three levels of the cognitive domain cited by Benjamin Bloom et al., *Taxonomy of Educational Objectives* (New York: Longmans, 1956).

(3) *Application Level.* The ultimate goal of the protocol module is to bring you to the point where you can apply each concept to classroom situations. The ideal way to reach this level would be to place you in a regular classroom in which you could practice applying each concept to your teaching until you could do so effectively. However, since protocol materials are designed to give you certain basic concepts *prior to* student teaching, there are many practical problems which make practice in a regular classroom very difficult to arrange. Fortunately, there are ways to give you experience which duplicates many of the essential parts of the teacher's task, without placing you in a regular classroom. The most effective way to provide this experience is by developing training exercises which *simulate* the essentials of the real situation. Simulation techniques have been used in a great many training programs. The Link Trainer used in training airline and Air Force pilots is a good example of one type of simulation. Virtually all training of astronauts is based on simulation. Studies have been made of the use of simulated situations to train teachers. Such studies have shown that the training the learner receives in a simulated situation carries over to a large extent to the real situation. In other words, if you learn to apply important concepts in the simulations contained in the protocol module, you will have mastered much of what you need to know to apply these to your teaching in a real classroom.

In the protocol simulations, you will be given a written transcript of a representation of a foreign language classroom situation. From to time you will notice that in this transcript a key teacher remark has been eliminated. The learner would be required to apply the concept which he/she has learned to the simulation by writing in teacher remarks that would be examples of the concept in question, or would represent a valid or effective application of this concept to the classroom situation. Such written simulations require the learner to perform in a way quite similar to the performance that would be required by him/her to apply the concept as a teacher in the classroom.

PLEASE NOTE: All of the seven protocol classroom interactions are of level 1, Spanish, high school level. The interactions are in English so that you, the foreign language methods course students who represent many different language training backgrounds, can all analyze the teacher remarks in the classroom interactions on an equal linguistic footing.

Self-Evaluation #1[3]

1. State the purpose of the protocol modules in your own words.

____

____

____

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[3] The format of "Self-Evaluation #1' was adapted by the investigator from Borg, *op. cit.*, pp. 9-10.

2. In what ways do protocol modules differ from conventional textbooks? (List three)

(a) ______________________________

____

(b) ______________________________

____

(c) ______________________________

____

INSTRUCTIONS:

CHECK BOTH OF YOUR ANSWERS AGAINST UNDERLINED INFORMATION GIVEN IN THE INTRODUCTION TO PROTOCOLS.

TASK 3

Encouragement in the Foreign Language Classroom: Guide to Students Recognition Practice Lesson 1[4]

Instructions:

There are several specific skills (behavioral indicators) which teachers can use to encourage greater pupil participation and increase student achievement and involvement in a discussion lesson. Three such skills are:

(1) *General Praise:* The teacher uses a general praise statement such as "good," "fine," or "excellent answer" in reference to a specific student remark or answer.
(2) *Specific Praise:* The teacher uses praise statements which identify specifically the elements of the student's performance that are being praised.
(3) *Use of Student Ideas:* The teacher acknowledges student ideas by referring to them and utilizing them in the classroom discussion.

The following is a protocol of a Spanish 1, high school classroom interaction. Throughout the protocol the teacher's remarks are italicized. There are 20 teacher statements in all.

Read each teacher remark and decide whether or not it is an example of one of the three verbal skills listed above. Then, write the appropriate symbol as follows:

GP — for General Praise;
SP — for Specific Praise;
U — for Use of Student Ideas;
NA — if the italicized remark is not an example of any of the three verbal skills listed.

For example, the first teacher remark that has been italicized is "Today we are talking about the story you read last night, 'A visit to Mexico.'" This is not an example of any of the three behavioral indicators so the symbol NA has been written in the space in front of the remark.

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[4] Adapted from Borg, *op. cit.*

1. NA T: *Today we are talking about the story you read last night, "A Visit to Mexico."* In the story, John is in Mexico City. David, who is John with?

David: Uh. John is with a group of high school students from the United States.

2. ____ T: *Right.* We read that Mexico City is on a plateau. Sarah, what is it surrounded by?

Sarah: It's surrounded by many mountains.

3. ____ T: *Yes, Sarah, you are correct. Mexico City is surrounded by mountains.* Robert, what is the city like?

Robert: It's an elegant city.

4. ____ T: *Okay, Robert says that it is an elegant city.* Mary, can you tell us more?

Mary: Mexico City is also cosmopolitan.

5. ____ T: *Very good.* The book says that just as many Hispanic cities have, Mexico City has two districts. Who can tell me what they are?

Philip: The modern district, and the old district.

6. ____ T: *Excellent. The modern district and the old district is the correct answer.* Carol, do you know what is in the old district and what is in the new one?

Carol: The modern district has many wide avenues, tall buildings, movies, theatres, restaurants, and offices. The old district has many picturesque squares and narrow side streets with colonial-style buildings.

7. ____ T: *Excellent answer! You know exactly what's in the old district and what's in the new district of Mexico City.* Marcia, who visits Mexico City?

Marcia: Many Americans, English people, French people, Spanish people, and other people of Hispanic origin visit Mexico City.

8. ____ T: *Fine answer.* Albert, in the story, Mary enters which store?

Albert: Uh, . . .

9. ____ T: *Do you need some help from someone in the class?*

Albert: Uh, . . . Mary enters one of the women's clothing stores.

10. ____ T: *Alright. Albert says that Mary enters one of the women's clothing stores.* John, what does she buy?

John: She buys a blouse.

11. ____ T: Okay. That's correct. *John says that she buys a blouse.* Jean, what else does she buy?

Jean: She also buys a skirt.

12. ____ T: Alright. *Very Good.* The story says that tomorrow the American students are going to Toluca. Barbara, where are they going in Toluca?

Barbara: Uh, they are going to the famous Indian Market. At the Market the Indians sell all kinds of merchandise: leather sandals, jewels, and baskets.

13. ____ T: *You explain very well what the Indians sell at the Toluca Market.* Alright. George, what do many Mexicans have, according to the story in the book?

George: The Mexicans have a beautiful city.

14. ____ T: Yes, *but what kind of blood do many Mexicans have?*

George: Many Mexicans have a mixture of Indian and Spanish blood.

15. ____ T: *George, that's very good. You remembered the new word "mixture!"* Terry, Where do you find many Indians and Mestizos (persons of Spanish and Indian blood) in Mexico?
Terri: Uh, we find them in the city and also in the country.

16. ____ T: *Good, very good.* Patricia, of what class are the Indians and the Mestizos?
Patricia: In Mexico City many Indians and Mestizos are of the middle class.

17. ____ T: *Very good. You remembered well the new way of using the word "class."* Sally, where do the Indians and Mestizos live?
Sally: They live in houses.

18. ____ T: *No. What is the new word we learned in this story for where the Indians and Mestizos live?* Margaret?
Margaret: Rooms?

19. ____ T: *No. There is another word that we want.* Fred?
Fred: Apartments.

20. ____ T: *Good.* The Indians and Mestizos of the middle class in Mexico City live in apartments. Very good, class.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON I. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT. NOW REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF ENCOURAGEMENT (GENERAL PRAISE FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWO OR MORE TIMES. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO LESSON II. THE CRITERION FOR THIS LESSON IS 16. SEE LEARNING SEQUENCE FOR YOUR NEXT ACTIVITY.

Encouragement in the Foreign Language Classroom: Guide to Students
Recognition Practice Lesson I Scoring Key

Instructions:

Copy your answers from Recognition Practice Lesson 1 in Column 1. Then compare your answers with the correct answers in Column 2. Then circle any of your answers that are incorrect and total correct answers and number of mistakes as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
1	(example)	NA	11		U
2		GP	12		GP
3		SP	13		SP
4		U	14		NA
5		GP	15		SP
6		SP	16		GP
7		SP	17		SP
8		GP	18		NA
9		NA	19		NA
10		U	20		GP

Specific behaviors which you are to do: Be sure to check your errors carefully to see how many occur in each behavior. If you have made two or more errors in classifying the same behavioral indicator, you should review the description of the behavior and then try to determine why you classified it incorrectly.

Total Correct: If you scored less than 16, go to Task 3A. See "Learning Sequence."

TASK 3B

Recognition Practice Lesson II

(Time Limit—5 Minutes)

Instructions: Follow the same instructions given for Lesson 1, but allow yourself only 5 minutes to complete this lesson.

T: Today we are talking about "A Charming Island," the story on page 121 of your book. Fred, can you remember the name of the island?
Fred: Its name is Puerto Rico.

1. _____ T: Yes, Puerto Rico. *You pronounce the "r" of "Rico" very well now.* Margaret, who is on the plane in the story?
Margaret: Angel and Marta, two young Puerto Ricans are on the plane.

2. _____ T: *Good!* Sally, where do they live?
Sally: They live in New York.

3. _____ T: *Okay, Sally says that they live in New York, and Margaret says that they are Puerto Ricans. Sandra, whom are Angel and Marta visiting?*
Sandra: They are going to visit their relatives in Ponce.

4. _____ T: *Good,* Sandra. Patricia, how do they feel?
Patricia: They feel happy?

5. _____ T: *Okay, Patricia says that they feel happy.* Terri, why do Angel and Marta feel happy?
Terri: They feel happy because . . . Uh, . . .

6. _____ T: *George, can you help?*
George: They feel happy because they are in Puerto Rico.

7. _____ T: *Alright. As George says, they feel happy because they are in Puerto Rico.* Janet, do you know why they are happy that they are in Puerto Rico?

Janet: Because for some years they haven't visited their place of birth, Puerto Rico.

8. _____ T: *Good response. Your answer that they haven't visited their place of birth, Puerto Rico, for some years is correct.* Barbara, why do rich Puerto Ricans who live in New York go to Puerto Rico during the winter?

Barbara: Because they go visit their relatives.

9. _____ T: *Okay, some go to visit their relatives during the winter, but why do they go during the winter?* Barbara?

Barbara: Because in Puerto Rico it's never cold and you can enjoy the beaches all year long.

10. _____ T: *That's a good answer Barbara. You remembered very well that it's never cold in Puerto Rico.* John, has the government of Puerto Rico forgotten the poor people?

John: No, now the poor live in apartments and not in their old shacks.

11. _____ T: *Very good answer, John.* You all know something about Puerto Rico.

Instructions:

NOW, TURN TO THE NEXT PAGE OF YOUR HANDBOOK AND CHECK YOUR SCORE ON RECOGNITION PRACTICE LESSON II. CHECK EACH OF YOUR RESPONSES AND INDICATE THE NUMBER CORRECT IN THE SPACE. REVIEW YOUR ANSWERS AND SEE IF THERE IS ONE TYPE OF ENCOURAGEMENT (GENERAL PRAISE FOR EXAMPLE) THAT YOU HAVE INCORRECTLY IDENTIFIED TWICE OR MORE. IF SO, YOU SHOULD REVIEW THE DESCRIPTION OF THIS BEHAVIOR BEFORE GOING ON TO THE RECOGNITION TEST. IF YOUR TOTAL NUMBER CORRECT IS LESS THAN 9 OR IF YOU FAILED TO FINISH IN 5 MINUTES, ERASE YOUR ANSWERS ON RECOGNITION PRACTICE LESSON II AND REPEAT THE LESSON. OTHERWISE, YOU ARE READY TO VIEW THE ENCOURAGEMENT PROTOCOL VIDEOTAPE. SEE LEARNING SEQUENCE.

Encouragement in the Foreign Language Classroom: Guide to Students
Recognition Practice Lesson II Scoring Key

Instructions:

Copy your answers from Practice Lesson II in Column 1. Then compare your answers with the correct answers in Column 2. Then circle any of your answers that are incorrect and total correct answers and the number of mistakes as indicated below.

Item	Column 1	Column 2	Item	Column 1	Column 2
1		SP	7		U
2		GP	8		SP
3		U	9		NA
4		GP	10		SP
5		U	11		GP
6		NA			

Specific Behaviors: Check your errors carefully in order to see how many errors occur in each behavior. If you have made two or more errors in classifying the same behavioral indicator, you should review the description of the behavior and try to determine why you classified it incorrectly.

Total Correct: See the "Learning Sequence" for the next step. Criterion level for this test is 9 correct within the 5 minute time limit.

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ED165447

New Publics

Introduction

"Foreign language teachers need to communicate more with their communities, more with their students, and more with their colleagues both within *and outside* the field of foreign languages. Too long has the blame for the loss or curtailment of programs been put on school administrators, guidance counselors and others. Problems are in the profession itself. There is a need for foreign language teachers to raise and enhance their profile on a wider basis than in the profession alone. . . . Secondary school teachers and the university foreign language departments need to increase communication between, and interaction with one another. . . . University departments need to maintain lines of communication with the schools, learning of the success and failure of programs, and adjusting instructional objectives as necessary."[1]

The statements cited are among the recommendations made after a two-day conference in June 1975 in which representatives of the business community, school principals, superintendents of schools, curriculum coordinators, university administrators, school board members, and private citizens from around the State of Wisconsin were invited to participate. The purpose of the conference was "not

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[1] Howard Martin, "Conference Report. Foreign Languages: Froth or Fundamental in Our Tax Structure?" *Modern Language Journal*, 60 (1976), 41.

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for promoting the exchange of ideas between foreign language professionals alone, as is usually the case, but for promoting an exchange of ideas between foreign language teachers and the general adult public."[2]

"New Publics" suggests acceptance by the foreign language profession of its need for communication with the public at large. In an educational environment where we are competing against other, often conflicting values; where traditional concepts of curriculum are no longer accepted; and where career development, allegedly part of general education, is often interpreted and implemented to exclude the humanities, our future as a discipline may depend on our ability to make the general public responsive to our own convictions concerning the value of language study. To communicate with the public, however, we will need to speak with *one voice*, and our attempts to achieve unity will require an improvement in our ability to communicate among ourselves. Without wishing to impose a sterile conformity upon the profession, we must recognize that we can no longer afford the luxury of ivory-tower isolation from each other, let alone from the public to whom we offer our services. Though the past several years have seen a steady growth and proliferation of foreign language organizations on all levels—local, state, regional, national—rarely, if ever, have we devoted significant effort in conferences, workshops, colloquia, or seminars to communicating with each other for purposes of articulation from one level of instruction to the next. At the same time, we have also failed to communicate adequately with those outside our profession. Given the changes in the attitude of the public toward foreign language study in recent years, it is particularly appropriate for us to review our goals and the *raison d'être* for our presence in the schools and in society in general.

The Report of this Working Committee will be in two parts: communication within the profession, and communication with the society in which we live.

Communication Within the Profession

> For years the teaching of foreign languages in secondary schools and colleges has been under close scrutiny. Keen interest in our progress has been shown not only by the academic community but by all those concerned with American education. In classrooms across the country teachers have been trying to improve the quality of instruction in foreign languages in order to bring new life to their subject. Yet . . . in spite of intensified efforts toward improving the quality of teaching at every level, secondary schools and colleges are still exchanging grievances and accusations. College instructors complain that entering students are not adequately prepared while high school instructors complain that students

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[2] *Ibid.*

> are not properly challenged in college. . . . The time has come to abandon the old clichés, take a realistic look at what is going on, and try to do something constructive about achieving better coordination of the various levels of foreign language teaching. . . .
>
> There is a remarkable lack of communication and coordination between two groups that are generally concerned with the same purposes and the same students. Each group proceeds on the assumption that the other is in a different world altogether. The bewildered victim of this situation is the student who, after two or more years of foreign language preparation in high school, enters college not knowing exactly what is expected of him; too often he is frustrated or lost in the class in which he has been placed.
>
> Definite steps can be taken to remedy this unfortunate condition. The secondary schools cannot dictate to the colleges, nor the colleges to the secondary schools, but the two can work much more closely together than they have in the past."[3]

This quotation antedates by ten years the report of the Wisconsin conference of 1975. Much of what is stated is still relevant, and it is sobering to realize that conditions have not changed significantly since then. Junior high school teachers still ignore what has been accomplished in FLES programs; high school foreign language teachers still lament their students who have not been well trained by the junior high teachers; college teachers blame the high school teachers for not preparing students adequately; and both junior and senior high foreign language teachers claim that too much is demanded by the colleges. Our profession has failed to gain wisdom from the loss of FLES programs. We have chosen to ignore the fact that the demise of many excellent FLES programs in the last decade has been caused, to a great extent, by the lack of articulation with the subsequent junior high school programs. In many instances, the junior high school staffs 'demonstrated' to decision makers that nothing had happened in FLES by treating all seventh graders as beginners for the sake of their own convenience. Yet, rarely, if ever, do the teachers on the various levels meet together to discuss goals common to all and goals specific to the language(s) in which they are working. Although there are more organizations today than in 1965, affording us more opportunities to meet, discuss, and articulate, little has been done to effect he development of a true continuum in our profession.

PROFESSIONAL ASSOCIATIONS

Foreign language associations have been formed in almost every state, many of them holding annual meetings. Other regional conferences have emerged, patterned after the Northeast Conference. Local chairpersons' and supervisors' groups have also been formed, and many [illegible] foreign language associations have come into being. After many grow[illegible], ACTFL (the American Council on the Teaching of Foreign Language[illegible]d of the Modern Language Association (MLA), has emerged as the single, [illegible] organization that concerns itself with the overall goals and purposes of foreign language learning and teaching on all levels. Unfortunately, only a small percentage of the foreign language teachers in the United States is aware of the work done by this national organization. The Joint National Committee for Languages has also been established—a steering committee which serves to keep the various organizations in touch with one anothers.[4] Each of these is effective in its own way and of benefit to our profession. Yet, we have not made progress in finding ways to assure the continuity of student learning.

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[3] G. Reginald Bishop Jr., ed., "From School to College: The Problem of Continuity," in *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages* (New York: The Conference, 1965), pp. 105-06.

There are, of course, a few hopeful signs. Several state foreign language associations have formed special committees to seek answers to the problem of articulation. Questionnaires have been sent to teachers on both the secondary and college levels to determine possible ways in which instruction can flow from one level to the next. These are commendable efforts, but they are isolated, sporadic, and still largely without wide impact. What is needed urgently is a coordinated national program involving workshops, conferences, and local colloquia in which actual program integration is discussed with meaningful implementation and follow-up.

ACTFL for example, should be encouraged to devote most, if not all, of one of its annual meetings to bringing together leaders who have conceived well-articulated foreign language programs, FLES through college, to share with others the problems, pitfalls, and successes of such programs. Since ACTFL is considering organizing regional meetings, one or more of these could be devoted to this topic. Persons in regions where such articulation has been implemented could lead 'how to' workshops in which not only foreign language teachers would be involved, but also guidance counselors, administrators, parents, and students. Regional Conferences, such as the Northeast, Southern, Pacific Northwest and Central States, and state foreign language organizations could also organize this type of meeting. On the local level, particularly where there are several secondary schools and two- and four-year-colleges in the same area, regular articulation workshops should be convened and committees established to ensure the permanence and continuity of the programs that are developed.

Opportunities for contact among levels are abundantly available. Many foreign language professionals devote a great deal of time to weekend meetings, yet

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4. The Joint National Committee for Languages was founded in 1970. Its constituents are the AATF, AATG, AATI, AATSEEL, AATSP, ACTFL, the Association of Departments of Foreign Languages, the National Association for Bilingual Education, and the National Federation of Modern Language Teachers Associations and the 35 organizations affiliated with ACTFL. The Joint National Committee for Languages is also sponsor and organizer of NICL, the National Information Center for Languages, established at ADFL headquarters: 62 Fifth Avenue, New York, N.Y. 10011.

they rarely take the opportunity to discuss the articulation of curriculum with their colleagues on the preceding and subsequent levels. Teacher-training institutions regularly place student teachers in local secondary schools, but they usually fail to take advantage of the opportunity these contacts afford to work out a program of articulation.

Because the AAT's operate both nationally and locally, and at all levels of instruction, they have a major responsibility in this area. It is suggested that they devote more of their efforts to determining common goals for their respective languages and general objectives for each level of instruction. The journals published by the AAT's could describe articulated foreign language programs among teachers of a single language, both horizontally within a district or region, and vertically from level to level. Given the decline in enrollments in recent years, it is almost mandatory that the AAT's take on the task of establishing well-integrated model programs that can be implemented throughout the country. Committees within each AAT could establish general and specific criteria for well-articulated programs, which could be further refined for local implementation through the local AAT chapters. Without curtailing the amount of time devoted to literary topics on their meeting programs, organizations should find it possible to expand the time and effort given to pedagogical concerns—including the important matters of articulation and standardization.

Articulation does not only mean the integrated meshing of one level of foreign language instruction with another. It means setting up common goals and ideals for foreign language learning and teaching for all languages in general and then for a specific language. Articulation implies that national, regional, and local *norms* be set up for establishing minimal competencies expected of both students and teachers, such as the minimal competencies set forth for teachers in 1955.[5] A body such as the Joint National Committee for Languages could work to establish general norms for students of all languages. These in turn could be refined by the AAT's for each specific language. The MLA competencies for understanding, speaking, reading, and writing should be reviewed and updated to meet standards for competency-based teacher certification as described in "New Teachers."

It is obvious that in the area of professional communication the various national, regional, state, and local organizations have an important function to perform. On the other hand, it has been suggested that their very multiplicity has caused duplication of effort and waste of time, energy, and human resources. Closer examination reveals, however, that this is seldom the case. The MLA, serving college teachers in its meetings and publications, has a literary emphasis, while ACTFL is concerned with language teaching at all levels, and the AAT's offer journals and meetings which deal in greater depth with problems that concern their specific languages. On the state or local level there is, to be sure, some overlap between the work of the AAT chapters and the various statewide associations or regional conferences which attempt to deal with all languages at all levels; however, they often serve different constituencies and complement one another in the kinds of services they offer.

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[5] "Qualifications for Teachers of Modern Foreign Languages," *Modern Language Journal*, 50 (1966), 396.

Large and small meetings serve different needs and often have different audiences. There are teachers who do not have the funds to travel to a distant meeting who would be deprived of any form of professional enrichment if local chapters did not exist. These gatherings entail a minimum of expense to the sponsoring organization, since the meeting place and speakers' services are generally donated. Usually the specialized language groups on the local level hold one meeting a year jointly with the state foreign language association. They can then profit from the general pedagogy session, larger attendance, and more elaborate book exhibit than would be attracted by the Spanish, French, Italian, or German group meeting alone. Small local chapters most often have one meeting a year of their own where topics of specific interest to that language can be discussed. Larger local chapters of the AAT's, meeting several times a year, offer their members a wide variety of subjects within their range of interests in a more intimate atmosphere than is possible at national or regional meetings.

A perusal of current journals in foreign language education reveals that certain topics are dealt with in more than one publication, but not necessarily from the same point of view. It is as a result of such diversified research that our professional expertise grows.

When we consider the contributions of each of the professional organizatons, we find that each meets the needs of some of us, and since no one group can satisfy everyone's needs, each has a role to play.

ARTICULATION OF EDUCATIONAL PROGRAMS

FLES Through Secondary Level. *Within a Department—Horizontal and Vertical Articulation.* Horizontal articulation means that teachers of the same language within the confines of one building—junior high school, middle school, or senior high school—articulate their programs. The teachers of the same language in one building should have the same short- and long-range objectives, should be sharing concepts, methodology, evaluation of materials, realia, quizzes, exams. Above all, they should be communicating with each other professionally. Though each teacher has an individual style in the classroom, objectives for the study of a particular language should be common to the teachers of that language within the same level. Additionally, teachers of each level should be in contact with the teachers of preceding and subsequent levels.

Once common objectives have been established, teachers of the same level of a specific language can establish articulation among themselves. The objectives, materials used, major exams given, and general methodology should be the same. Where possible, teachers of one language at the same instructional level should be scheduled at the same hour. This would accomplish at least two goals: (1) It would allow students of varying ability to move from one section to another without disrupting schedules, while providing more homogeneous grouping of students who would be exposed to a different voice and teaching style; (2) It would also allow the teachers to exchange classes from time to time, providing a motivating change of pace for both students and teachers. This type of scheduling would also permit classes to come together more often for film showings, special presentations, group work, drill sessions, and the like. By exchanging classes within the same level at regular intervals, teachers would be compelled to articulate horizontally.

Once articulation has been achieved horizontally, the next step is to communicate with teachers of the same language on different levels within the same department (vertical articulation). For example, all French teachers within a school can meet periodically to discuss common goals, curricula, materials, and evaluation. Where there are several teachers of the same language within a school, plans should be made for frequent intervisitation among colleagues at various levels of instruction. Techniques, concepts, and philosophies can be shared through such visitations, and everyone becomes aware of the problems and objectives of each level of instruction.

Within a District. Where a supervisor, director, or coordinator of languages is available in a district, that person can convene all the language teachers of the same language for articulation meetings. Leaving such articulation to department chairpersons of individual schools does not always produce the desired results. It is not unusual to hear that foreign language teachers in the junior high school do not know the foreign language teachers of the high school within the same district. Frequent contact must be provided between the two groups so that articulation may be fully implemented.

The junior high teacher who has never taught in the high school may not have a clear perception of the philosophy and expectations of that level. The same is true of the high school teacher who has never taught in the junior high. Often, neither the junior high nor senior high school teacher has had experience on the FLES level. Yet, any attempt to articulate the high schools with neighboring colleges presupposes an ongoing articulation program within the secondary school system itself.

When horizontal and vertical articulation procedures have been established within a specific language, FLES through high school, the district supervisor or other responsible person should convene all foreign language teachers in the district for plenary sessions. The main purpose of such sessions, held regularly throughout the academic year, will be to determine district-wide objectives for foreign language study for all languages, level by level. This can be accomplished through workshops, in group discussions, or by inviting guest lecturers from within and outside of the profession in an attempt to give cohesiveness to the general foreign language program within the district. These sessions could eventually also be the forum for exploratory dialogue with the two- and four-year colleges in the area as a first step toward articulation with these institutions.

Exchange of Assignments. In order to assure realistic articulation within a district, so that teachers at the various levels become aware of the philosophy and problems of the levels at which they do not regularly teach, an effort should be made to arrange for teachers in the same school district to exchange assignments from time to time. If the junior high (or middle school) is housed in the same building as the high school, it may be possible to arrange to have teachers rotate assignments from year to year. For example, a teacher of French may teach two seventh-grade beginning classes, a ninth-grade beginning class, and two third-year classes. Another French teacher could have a fourth-year class, two eighth-grade classes, and a tenth-year class. Since these schedules are not sacrosanct, everyone would rotate assignments the following year so that no one becomes the specialist for any one level. If, after such exchange of class schedules, the teachers involved feel more secure teaching their regular schedule, they will, at least, have had the opportunity to experience a new level of instruction and will be more cognizant of the problems or satisfactions involved in teaching at another level.

Where the junior and senior highs are in separate but nearby buildings, a limited exchange may be implemented. If there is a long distance to travel and the administration feels that shifting several people during the day is too great a risk, then other arrangements may be made. For example, a junior high school German teacher could exchange a class with a high school teacher of German for a marking period, a week or two, a month, or a few days, enough so that the teachers can become attuned to the students and surroundings of the preceding or subsequent level of instruction. Teachers who have never taught on the junior high level, despite long years of service, can never really know the enthusiasm of a seventh-grade beginning language student.

Student rapport, interaction, and maturity differ greatly from junior to senior high school, and if teachers within a school system are not exposed to the different levels of instruction, true articulation and communication cannot take place. Since certification in most states is for grades 7-12, everyone within these levels should be exposed to the teaching variables, materials, and problems faced at each of these levels. Indeed, foreign language teachers may find that by rotating assignments from junior to senior high, they are paving the way for other disciplines to consider such 'innovation' and thus establish an articulation program in all areas throughout a school system.

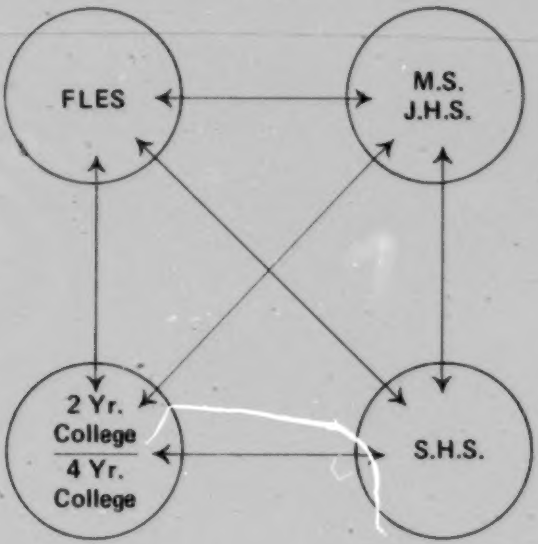
College Level. Horizontal articulation should not be limited to the secondary school level. All too frequently, college foreign language instructors 'do their own thing,' with little communication taking place except when instructors of multiple-section courses come together to formulate a common final examination. Since college instructors, including teaching assistants, are not generally graduates of a teacher training program, they are often not aware of the variety of available pedagogical techniques for teaching language or literature. Therefore, it becomes even more important that articulation take place among all instructors of a common course. This articulation should be handled by a person in the department who has had experience in teaching lower-division courses and who, ideally, has had some training in foreign language pedagogy. Meetings for the discussion of methods, techniques, and materials should be called frequently during a semester. At present, most college language offerings are divided into courses, followed by the usual selection of advanced language, literature, and culture courses. Once students have gone beyond the intermediate level, there is often no real continuity or transition, for example, from language to literature. Nor is provision made for 'refresher' courses for those who have been away from the language for a period of time. In some colleges, students are free to choose any course available beyond the intermediate level. Proper advising should provide students with a continuum, including a smooth transition from one skill to the next. This ideal cannot always be realized, since scheduling and other restrictions often force students to take whatever is offered. The ideal would be that carefully planned course offerings, with proper advising, be undertaken by each department to enable students to proceed in a logical sequence.

In many instances, senior foreign language faculty members, particularly at the four-year and university levels, become jealous of their specialties and hesitate to venture into lower-division courses. Thus, beginning and intermediate sections are often assigned to teaching assistants who are inadequately trained and supervised. To avoid such problems, senior faculty members who have proven that they are master teachers of language as well as literature should be assigned one or several teaching assistants, each taking one section of a multiple-section course. If these sections are scheduled at different hours, the TA's will have the opportunity to observe the senior faculty member and utilize many new techniques. The senior member would also have the opportunity to observe the TA from time to time, much as a cooperating teacher does with a student teacher on the secondary level. At intervals, the senior member and the TA could exchange sections, thus providing stimulus to teacher and students. The master teacher could meet frequently with other teaching assistants or junior members of the department teaching some of the multiple sections of the same course in order to update the curriculum, discuss basic and supplementary materials and prepare quizzes. These meetings would also be used to discuss the general objectives of the course and to determine final evaluation procedures. By preparing a joint final examination, all students will be evaluated according to similar procedures. If the final exam is discussed at the beginning of the course among all section teachers, this would reinforce uniformity of objectives and teaching approaches.

Once this horizontal articulation takes place, the department should also determine the continuum for all of its offerings—a common thread running from the elementary through the most advanced language courses, an introduction to literature which gives students the basics of literary analysis before the survey course, courses for majors, courses for minors, courses for those interested in language and literature without majoring or minoring in the language, courses to be taught in conjunction with other disciplines, transition courses for students transferring from two-year colleges or those coming from the secondary schools with varying degrees of proficiency in language or literature. In areas where there are many secondary schools and two-year colleges which 'feed' students into the four-year college or university, it becomes even more imperative that a meaningful continuum be formulated.

FLES through College. *Informal Articulation.* In contrast to formal articulation, which will be treated in detail later, informal articulation refers to the individual arrangements made by teachers with their counterparts at the next higher or lower level of instruction. The figure below shows how informal intervisitation takes place among all foreign language colleagues.

An Intervisitation Model



Who participates in the intervisitation?

- All instructional personnel can benefit from intervisitation and exchanges of assignments from FLES to college.

What is the purpose of the visitation?

- To observe other levels of instruction;
- To act as a resource;
- To teach (temporary teaching assignments, team-teaching assignments, special interest teaching assignments).

Why visit colleagues?

- To be aware of problems and expectations inherent in different levels of instruction;
- To share talents, knowledge, and experiences with all other levels;
- To interact with colleagues and students at all levels;
- To recognize and discuss issues of general concern to the profession;
- To develop a commonality of purpose across levels of instruction.

Students accompanying the foreign language instructors visiting colleagues on other levels will also benefit from these informal meetings. These students will be given a chance to observe classes; interact with other students, older and younger; and, in the case of high school students, have the opportunity to choose the college or university they will attend in the future.

Beyond the classroom, teachers from FLES, junior high schools, senior high schools, and colleges can also plan cultural events together—foreign language days or weeks, film presentations, plays, fiestas, songfests, variety shows, operas—alternating these events between secondary and post-secondary institutions. Planning for such activities by staff members at all levels can lead to substantive communication and articulation.

Formal Articulation. Frequent formal meetings, bringing together all FLES, secondary, and two- and four-year college personnel, are most important if there is to be any real articulation. Since very often secondary school teachers look to college colleagues for leadership, the college could be the place where these meetings take place. The chairperson of the four-year college language department who is determined to seek better articulation with the surrounding secondary schools and two-year colleges could call such meetings. If the chairperson cannot assume this responsibility, a senior or junior member who has had experience with the secondary schools should be asked to organize these ongoing meetings. The task is formidable, since that person will need to work with most of the foreign language personnel in the local schools and two-year institutions, and perhaps many of the principals and guidance counselors of the area. In order to become familiar with the administration and staff of nearby schools, the language professor responsible for coordinating articulation efforts should work closely with the admissions office in the college.

At the initial meeting, all language teachers would come together to discuss matters common to all levels: philosophies of education, objectives, methodology, goals, materials. Then teachers of specific languages could separate into smaller groups and exchange programs, objectives, materials, philosophies, and ideas for articulation. Since more and more secondary schools are offering diversified instruction in the form of mini-courses, career-oriented courses, human dynamics, and individualized courses, it becomes even more important for those in the colleges to become aware of such courses and to devise offerings which can meet the needs and expectations of students coming from such courses into college.[6]

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[6] The 1972 publication of the Connecticut Council of Language Teachers, *Goals*, was written to help alleviate articulation problems between secondary school and college foreign language programs. A committee composed of twelve college representatives and thirteen secondary school foreign language specialists was established. The group prepared a report which stated the expectations which college foreign language teachers have of students which come to them with preparation at the secondary level, based on the judgment of the broadly representative college

Placement: One of the thorniest issues in articulating between high school and college is the placement of those students who wish to continue the language begun in the secondary school. Placement exams are used by many institutions, and selecting the most appropriate has often been problematic.[7] Placement exams have not always worked well for several reasons: (1) In some instances, the tests are poorly constructed and not updated; (2) Many of the tests do not always test what students know; (3) They often omit the aural-oral aspect in which the students were trained; (4) The lack of articulation among levels provides no national or regional norms; (5) In some cases, students fail the test purposely in order to assure themselves of a good grade by repeating the course. The system of equating one semester of college work with one year of high school work is at best a poor accommodation, though it provides the advantage that a student may move down one semester or move ahead one semester depending upon the progress made in the first few weeks. In colleges where no placement exams are given, students from the secondary schools who have completed two or three years of foreign language study may be placed in the first intermediate-level course and then moved up or down according to progress made in the first few weeks. In many colleges, credit is given for a grade of 3, 4, or 5 achieved on *Advanced Placement Program Achievement Tests.*

Perhaps the most realistic system is to award students college credit for the equivalent of intermediate or advanced college work taken in high school. Students would not only continue the language begun in secondary school, but would be given the additional incentive of entering college with credit already accumulated. Since many colleges and universities do not grant credit without an exam, foreign language departments could design tests equivalent to advanced courses given at the secondary level. Upon passing such exams, often called 'challenge exams,' students would earn from three to fifteen credits and would then be placed at the next higher level.[8]

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language teachers on the committee. The second portion of the report concerns the expectations which secondary school language teachers have of college programs. That is, what programs and procedures should be instituted at the college level to adequately accommodate students, many of whom have had more extensive preparation in the development of foreign language skill than was the case twenty years ago. The 1977 edition of *Goals* was revised by another committee comprised of school and college foreign language educators. The goals set forth in the 1972 report are restated in the new edition. A section has also been added on bilingual-bicultural education. Copies of both editions of *Goals* are available from John M. Darcey, President, Connecticut Council of Language Teachers, 211 Steele Road, West Hartford, Ct. 06117. The cost is 50 cents per copy. (The 1972 edition is in limited supply).

[7] The College-Level Examination Program (CLEP) of the College Entrance Examination Board, for example, was established in 1967 to provide adults with opportunities to validate their college-level learning outside the classroom. The CLEP General Examinations are designed to provide a comprehensive measure of undergraduate achievement in basic areas of the liberal arts.

[8] At SUNY at Stony Brook, students may receive up to fifteen credits for such challenge exams, which are administered twice a year. Thomas A. Edison College, the external degree college for the State of New Jersey, grants college credit for listening and speaking proficiency as demonstrated by the FSI-type language proficiency interview.

In recent years, there has been an increase in the number of college-level courses taught in high schools by high school teachers of foreign languages. By working closely with the guidance counselors and admissions officers, language departments at both high school and college can articulate courses that can be taken for college credit. These courses would be developed in cooperation with college personnel but taught by the high school teacher. The college instructor working with the high school teacher will make frequent visits to the high school foreign language department to assure a successful continuum and meaningful articulation. Once again, this would give the college instructor the opportunity to see excellent teaching at the high school level while providing the ambience for continued dialogue. Students can accumulate from six to twelve credits for such courses while still attending secondary school.[9]

In some instances, where there is no objection by the local teachers' union or classroom teachers' association, college personnel may be asked to teach courses in the high school. This arrangement allows the college instructor, who perhaps has never taught on the secondary level, the opportunity to acquire firsthand experience and knowledge of the students and administration at that level.

When advanced language or literature classes cannot be scheduled in the high school, particularly where the number enrolled in such classes is small, high school students should be encouraged to take such courses at nearby colleges, usually at decreased cost. The students would continue the language begun in the secondary school while accumulating both college and high school credit. Often, the school district may provide transportation to the college. While earning college credit, the students become acquainted with the foreign language department at the college and may ultimately choose that institution for undergraduate studies. Once again, since the foreign language teachers at both institutions must communicate in order to make arrangements for admitting these special students to the college, articulation becomes a by-product.[10]

[9] Manchester (Ct.) Community College grants credit for French and Spanish courses taken in four local high schools. The teachers in the high schools meet with language instructors from Manchester to discuss goals and materials. Students in the high schools are given a Manchester Community College identification number, and, if they become students at the college, they automatically receive up to six credits. Nazareth College of Rochester (N.Y.) has implemented such a program with several local high schools and seems to have created a natural means of articulation among the foreign language teachers on both levels of instruction.

[10] In an upcoming issue of *Foreign Language Annals*, "Foreign Languages in the Real World," Teresa De Johnson of St. Louis University describes a *Certificate of Proficiency* which acknowledges the work done by a student in a specific area of foreign languages: Certificate of Proficiency in Scientific Translation, Certificate of Proficiency in Business and Commercial Spanish, Certificate of Proficiency in French. While these certificate programs require a certain amount of advanced work, which varies according to the Certificate, they are related to the student's main interest and do not require as much time investment as a major, and can therefore be combined with a major in biology, business, social work, etc. This is especially possible when foreign language study has been started in high school and provides an important link between high school and college courses. This approach to the conflict of time requirements has proven successful in meeting the interests of students who have other career objectives and still would like to continue their foreign language training.

Articulation Between Two-Year and Four-Year Colleges. One of the most difficult areas of articulation is that involving students transferring from two-year college programs. Two-year institutions generally provide students with elementary, intermediate, and conversation/composition courses. In some instances, a one-semester survey of literature course is offered, usually in alternate years. Students who come to the two-year college having taken several years of a language in the secondary schools are often faced with the prospect of being unable to take more than one or two courses. Hence, one year is frequently spent with no language study unless these students begin another language. Such students should be encouraged to take more advanced language or literature courses at a nearby four-year institution as special students while still taking all other courses at the two-year college. Such an arrangement would bridge the gap in the students' language sequence while giving them added incentive to continue and perhaps major in the language. By sharing such students, foreign language personnel at both the two- and four-year institutions would be provided with additional opportunity to articulate their programs.

Transfer students have always presented a unique problem because texts and methodologies of instruction are often quite different between the two- and four-year colleges. The largest number of transfer students enter in the junior year, in most cases having completed the intermediate level or at best the advanced language course and, where available, a survey of literature. Students who have begun a language at the college level and who wish to major in that language will then have to 'double up' language courses for the next two years. If they wish to student teach during the last year, the problem becomes quite acute. It is not unusual to hear foreign language teachers at the four-year colleges or universities state that the transfer students are not adequately prepared or cannot make the transition to the upper-division courses in their institutions. To attempt to solve this problem, special courses should be developed, in committee, between personnel from the two- and four-year colleges, which will provide for smoother transition for students.

Concerted effort should be made by staff at both levels of instruction to meet formally throughout the academic year in order to provide better continuity for their respective programs and for students to make the transfer more easily from one school to the next. Exchanging teaching assignments between staffs of two- and four-year colleges would also promote articulation. Instructors can exchange classes or agree to teach a mini-course or a mini-series, thereby getting to know the student body, the philosophy, and the members of the foreign language department of the sister institution. On a more formal level, departments at both institutions should make arrangements for frequent articulation meetings for the express purpose of exchanging curricula, including basic and supplementary materials used. By becoming more aware of both strengths and problems at their sister institutions, all teachers involved in the exchange become more aware and more appreciative of each other's role in the continuum—while contributing to students' success from level to level.

Staff members at both institutions can also plan special projects together: Foreign Language Day; joint trips to museums, theaters, operas; colloquia which include guidance counselors, admissions officers and administration of both institutions to establish guidelines for smoother transition for transfer students. As resources become scarcer, it becomes apparent that institutions of learning must pool their resources and not duplicate each other's efforts wherever possible. At present, there seems to be a consensus that the time is ripe for dialogue between the foreign language faculties of two- and four-year colleges.

Articulation with Foreign Language Personnel in Adult Education. Another group with which foreign language teachers should also communicate is other foreign language teachers in non-traditional or non-academic situations: those in commercial language schools, those in technical schools, those assigned to industrial plants in which speakers of other languages need to communicate with management personnel, translators, and interpreters. As greater demand is made for foreign language instruction outside the formal setting of secondary and post-secondary institutions, a determined effort should be made to include teachers in these programs in our conferences, workshops, and discussions. Commercial language schools are being used more and more to serve people who need to learn a language quickly to assist them in their work, travel plans, or other specialized needs. Translators and interpreters, two categories of highly skilled professionals, are rarely included in our conferences, workshops, or classroom situations, even when we seek resources for discussion of career-oriented courses in foreign languages. Since they have a special expertise, their assistance would be most valuable. We could share our philosophies, methods, and materials, and thereby learn from each other. Such specialized personnel should be included in all levels of articulation settings: local, state, regional, national.

Articulating with Professionals in Other Disciplines. The past decade has shown us that we cannot operate alone and that more than ever we need to cooperate with other disciplines in our schools. More and more students are becoming double majors, and directors of undergraduate studies are chastising us for continuing to be provincial by encouraging our language students to major exclusively in languages, instead of undertaking a double major in a language and in another discipline. At the same time, many of us have been remiss in not developing courses to meet the needs of students who cannot major in a language but wish to elect one or more courses for their general intellectual development.

In most secondary schools, student enrollments in foreign languages range from 20% to 50%. In post-secondary institutions, however, the percentage ranges from less than 10% to perhaps 25%. Where are all the other students? One explanation is that our courses are still too highly specialized and, at the advanced level, are designed to appeal only to the language major. Interdisciplinary courses involving humanities, fine arts, social sciences, and the natural sciences would not only attract many more students to our foreign language departments, but would perhaps even generate majors and minors. For a long time, we have been accusing

English teachers of not teaching our students the basic rules of grammar so that our work would be easier. Rather than continue this polemic, why not sit down with these colleagues and design team-taught courses which span language and literature: "German and English—Some Common Grounds," "French and English Literature of the Nineteenth Century," "Reading and Writing in Spanish and English," etc.? Such courses could be taught at either the secondary or college level. The art and music departments would certainly welcome interdisciplinary offerings with foreign language departments: "Art and Literature in Contemporary France," "Music and Literature in Nineteenth-Century Italy," "Opera Librettos as Literature," etc. Such courses would give us excellent public relations while increasing enrollments. There are still many colleagues on all levels who are not convinced of the value of foreign languages in the curriculum. By working more closely with them, foreign language can be given the exposure it needs.

Robert Spaethling of the University of Massachusetts at Boston writes:

> Of the various possibilities for branching out, for getting involved, probably none is more personally rewarding than teaching in tandem with a member of another department. This practice has blossomed in the last several years and is one of those genuine learning devices from which all participants profit, faculty as well as students. To teach together with a historian in a course on German culture and civilization, to team up with an English scholar in a common exploration of Dr. Faust in literary history or of 'What Is Enlightenment?', to collaborate with a musicologist on German texts and music from Haydn's oratorio *The Creation* to Benjamin Britten's *Death in Venice* means not only to expand one's own mind and learn anew, but to expose oneself and one's department to a greater number and variety of students and to the university in general. Team-teaching with a psychologist or a sociologist is no longer a rarity. . . . Often one member of a language department offers writing workshops concentrating on style, structure, vocabulary in conjunction with German literature courses in translation: in this manner the department helps address not only one of the university's most persistent problems but again provides another fruitful way to enhance the image and reputation, and thereby the indispensability, of a foreign language department. . . . All such undertakings present possibilities for involvement. . . . We can ill afford to sit on the sidelines while the fate of our professional specialty is being decided in midfield—by people who barely know us.[11]

Such courses need not be limited to college and university foreign language departments. There is often more variety in today's high school, particularly at the junior and senior year levels where students have already completed most of their required courses and take more and more electives. Articulating with other departments will make foreign language departments more accessible to many more people and show that our provincialism is a thing of the past.

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[11] Robert Spaethling, "The Germanist as Educator in the First Two Years of College Teaching," in *German Studies in the United States: Assessment and Outlook*, ed. Walter F. W. Lohnes and Valters Nollendorfs (Madison, Wis.: University of Wisconsin Press, 1976), pp. 170-71.

Communication with the Public at Large

WHO IS THE PUBLIC?

Foreign language teachers have been seeking advice from one other for such a long time that we have forgotten who the *others* are with whom we should be communicating concerning the value and relevance of foreign language study. The public with which we must communicate consists of virtually everyone in today's society who is not a teacher of foreign languages. This public includes the taxpayers, who want to know what to expect for their dollars; government officials on all levels: local, state, federal; administrators of all institutions of learning: public, private, and commercial; guidance counselors; admissions officers; colleagues in all other disciplines: humanities, fine arts, social sciences, natural sciences; school board members; members of other organizations and interest groups concerned with education; business and civic leaders, including members of internationally-minded organizations; parents, particularly those who have had a poor foreign language learning experience; and most important, current and potential students of all ages and on all levels.

Though FLES programs have diminished in the last several years, there are still many school systems where such programs exist, and it becomes the role of the foreign language teacher to keep these students and their parents informed and interested in foreign language study. Where such programs do not exist, it becomes our responsibility to inform fourth, fifth, and sixth graders of the relevance and necessity of foreign language in today's world. The message must be carried to these students as early as possible in order to assure a meaningful language continuum. Students through the university level must also be constantly reminded of the importance of foreign languages.

But the message must not stop at the university level. There are those who are enrolled in continuing education programs, having returned to formal education after an absence of several years. There are those in adult communities who want to study a new language or continue one which was begun many years before. There are also the many employees in business or industry who learn a second or third language, who need the language as part of their work: translating, writing letters to firms abroad, interpreting, or communicating with fellow workers who do not speak English. There are also the many young men and women who will need another language in order to attend schools in Europe or Central or South America. The concept of foreign language education from 'cradle to grave' is more than a mere slogan. It is the profession's responsibility to keep the public apprised of the continuing and growing relevance of foreign languages to their lives.

WHAT IS THE MESSAGE?

Our message to the public, stated succinctly, is that *foreign language study is of value to anyone who pursues it* and can be a valuable component of any broadly based educational program in school or college. While recognizing the usefulness of independent language study and of private study under non-academic auspices, the statement gives special prominence to the integrative function of language study and to its role in liberal arts and pre-professional education.

What is the value of language study? Countless arguments and defenses have been offered in the professional literature of the past several decades, and some have found their way into the general press and the media. Basically, they center around the assertion that *the study of a second language expands human capacity*. First, it furnishes the student with a new skill, or in most cases four skills, in varying degrees of proficiency, that can be used for personal enjoyment, as a medium of learning, as a means of communication, for fun or for profit. Second, it enables the learner to become conscious of significant characteristics of his or her native language by virtue of their presence or absence in the second language. Third, in combination and contrast with the native language, a second language furnishes a vehicle for the study of the basic concepts of language itself and of culture as perceived through language.

Note that this statement of the values of language study focuses exclusively on the individual; nothing is said here about the national need for trained linguists or for citizens who have undertaken language study as part of a broader curriculum in international studies. Inevitably, however, in a free society the assertion of such needs involves recognition of the contribution of individuals who offer their skills and services and thereby seek their own fulfillment. The national need is met by individuals, and the ultimate justification for language study must be stated in individual terms.

Given the diversity of human interests and purposes, and recognizing the need for justifying educational goals in individual terms, why should we, the teaching profession, be concerned with the formulation of a unified message? Isn't it sufficient that we make language instruction available to those who know why they want it, and how, when, and where they want it? As long as we recognize their rights as consumers, state clearly what we intend to teach, and then live up to our claims, isn't that enough? Apparently it isn't, for our message is fairly subtle, and we know from experience that there is a great deal of misinformation and miseducation, concerning the values of language study. The misinformation ranges from "if you major in a language you can always become a translator" to "everyone in Germany speaks English anyway" or "learning French contributes to international understanding."

While attempting to combat these errors, the public clarification of our purposes should also help us achieve something within our own ranks: a greater degree of unanimity concerning ends, means, and, if possible, standards of professional performance. Presumably, if the public knows what to expect from us, some pressure is placed upon all of us to deliver what is expected. In the absence of such pressures from the institutions that employ us or the trade organizations that serve us, this kind of public pressure is the only one that is effective. To the layman's mind, the ability to speak a language is equivalent to the ability to teach it, and when the layman's mind is involved in hiring decisions, professional considerations may be ignored or overlooked. In this sense, the whole basis of our public image and the respect we enjoy as a profession may depend upon our ability to convey the message.

At the same time, the message is not dogma, and it does not purport to tell us how to teach or even what to teach. There is room for considerable variation of emphasis among the educational objectives defined in the message, and no single exclusive way (or 'method') of achieving them is espoused. Clearly, professional choices and individual preferences are possible without in any way weakening the impact of the message. There will also be colleagues for whom the statements do not suffice as objectives; they may have greater (or different) expectations, and the basic framework of the message can be expanded to accommodate them.

Once the message has been accepted by the profession, how can it be most effectively communicated to the public? And more to the point, how can the public be persuaded to regard the message as something more than merely an affirmation of motherhood and apple pie? How can the public be convinced to give high priority to the values and benefits we claim for language study? How can the educational decision-makers be persuaded to spend money—which is what decision-making is all about—on language study? The message as stated above is clearly too abstract, too subtle for direct communication through the media. Ways must be found to reduce it to simpler elements that can attract notice without doing harm to the basic integrity of the ideas. Ways must also be found to enable the message to 'ride piggyback,' as it were, upon broader ideas that might have a better chance of gaining wide acceptance among the educated public. For example, the benefits of second language study can be related to the concern about the supposed decline in English literacy in the United States or the possible decline in SAT verbal scores, or it can be related to the renewed interest in the liberal arts core curriculum that has been expressed by a number of college presidents and other educational leaders. Finally, it can be related to international education, a phrase that has meant different things at different times and places, but which today, unlike the situation in the 1950's, has less to do with cold war politics than with the concept of global interdependence in a social and economic sense.

Realistically, none of the ideas in the preceding paragraph is powerful enough to move a generation of leaders, thinkers, and consumers. Of the three—literacy, liberal arts, and international education—only *literacy* has the impact that the American public, with its pragmatism and reverence for 'scientific fact,' is likely to respond to, insofar as it can be persuaded that literacy is a component of productivity. There is in any case no reason why advocates of foreign language study should hesitate to associate our cause with legitimate pressures for improved literacy. The evidence that second language study does in fact contribute to first language literacy can be gathered, sifted, and disseminated; new and more extensive research on the subject can be encouraged.[12]

What, finally, is the place of the occupational (or 'career') argument for language study, the one idea that appears to have had the greatest impact on the profession itself, if not on its students, in recent years? Certainly the idea relates directly to the message ("skills . . . for fun or for profit"), and enough evidence has been amassed to support its claim to validity and legitimacy. As long as teachers (and other advocates) continue to receive correct, responsible information about the occupational uses of language skills—real ancillary uses, as opposed to fictional careers in translating or interpreting—there is no basic reason why they should hesitate to pass that information on to students and the general public. We should try, however, to place it in its context, to achieve recognition for the study of the occupational uses of a language as one of many keys to its culture. The occupational dimension of a language has the advantage of being concrete, clear, and easily definable. The humanistic or 'cultural' dimension—however defined—is harder to explain, and concrete manifestations of its educational value are harder to see. Unlike some of the other parts of our message, however, the humanistic part is one that can come from no source other than ourselves. To overlook it in favor of ideas that have a more immediate impact is to do a disservice to our profession and to our basic educational mission.

WHO CAN HELP US?

Unfortunately, too many members of our profession feel isolated in their conviction that the study of a foreign language is more important than ever before. The contribution of language study to our students' development seems undeniable: appreciation for different cultures and values; understanding of the nature and use of languages, their own and the one we teach; preparation for the multilingual, multicultural world in which they will live and work. Yet, there is danger in assuming sole responsibility for delivering this message to the public. At a time when we are forced into a defensive position by declines in our enrollments and program retrenchments, it is all too easy for the public to impute self-serving motives to our proclamations of the value of language study.

It is important that we seek all possible sources of assistance outside our profession to document this message and to bring it to the public. A repertory of such sources would vary greatly from community to community, state to state, region to region, but it should include any individual, group, organization, and institution that commands the credibility, knowledge, and skills necessary to reinforce our position. Our profession has access to several such sources which have not yet been regularly tapped.

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[12] In "Tangible Benefits of the Study of Latin: A Review of Research" (*Foreign Language Annals*, 10 [1977], 375-82), Rudolph Masciantonio examines the linguistic benefits of Latin in light of recent research which seems to document the relevance of Latin in building English vocabulary and reading skills.

Government Agencies. State education agencies usually include a bureau, unit, service or office for foreign language education which can be a source of assistance. It has ready access to information and sometimes to facilities and funds to develop programs available to all teachers within each state. Those agencies are listed annually in *Foreign Language Annals.* The persons at these agencies will be able to channel requests to other state resources. The value of foreign languages for careers, for instance, has received a great deal of attention from such agencies. The States of Maryland and New York among others have set a priority on bringing the public at large and the school population to a better understanding of the importance of foreign language competence as an ancillary skill for most professions. While Maryland has focused on the development of materials, New York has undertaken a campaign for awareness among students, staff, administrators, and the community through personal participation in programs throughout the state. High officials of state education departments may command the attention necessary to reach the public at large effectively through position papers, recommendations, and opinions which may enjoy wide distribution or media coverage.

Regional educational resource institutions should be examined for the possibility of additional support. The New York State Boards of Cooperative Educational Services have provided invaluable assistance in setting up regional meetings, and some of their staff members are strong proponents of foreign language study as part of the total education of all children.

Other state agencies, such as the department of commerce or of social services, may be eager participants in an effort to promote the importance of a foreign language capability for their own staffs and the clientele they serve. Their contribution to this effort should prove particularly effective, since they offer services to a large segment of our population.

Federal agencies which parallel these state agencies can be expected to provide the same services and may be able to identify sources for the funding of awareness programs related to national priorities in the areas of international education, cross-cultural education, and career education.

Elected officials, members of the executive and legislative branches of our government who have experienced the need for a foreign language or who have acquired a good understanding of its importance, should prove to be powerful supporters. Their prominence should render their proclamations, testimonies, or addresses particularly effective. Many governors, as well as the President of the United States, have issued proclamations on the occasion of Foreign Language Week. Senators, congressmen, and state legislators have contributed statements which have been made available to the profession but remain to be disseminated to the public.

In many cases, the sources not directly involved in education may not take the initiative to contribute to our efforts due to lack of awareness of our needs, but they will often react positively once we involve them in our activities—and we become involved in theirs.

Consulates. Each modern language we teach is represented in this country by the consular establishments of countries where this language enjoys official status. Each of these establishments includes a service whose responsibility it is to promote the language and culture of its country: Goethe House, Quebec Government House, Services Culturels Français, and others. Some languages are represented by the consular services of several foreign countries.[13]

These services have contributed to the promotion of the languages and cultures which they represent in cooperation with American educational institutions and organizations. They have provided technical support in the form of information, materials for distribution, advisory services to the profession, cultural programs for the public, and student incentives in the form of travel and study grants. Our profession's relationship with these services should be founded on a principle of mutual assistance. We can help them by identifying the areas of greatest need and by providing a means of access to the American public. They can provide an important support for our message to the public.

Parents Groups and Civic Associations. These organizations, which operate independently of our profession, are an important link in our communications with the public because they are the most active elements of this public. Their constant interaction at the organizational or individual level with the community can produce the ripple effect which may enable us to reach virtually every element of our society. Their influence can be supportive or detrimental, depending on our ability to win them to our cause. Each member of such organizations is a potential ambassador who, through informal interaction with friends, relatives, neighbors, or associates, can bring our message with amazing speed to an entire community. This informal, word-of-mouth transmission can suffer in its accuracy, but it can also bring the topic of foreign language education to the level of the dinner table, the cocktail party, or the bridge table conversation.

Some of these groups are duly constituted: the Parents-Teachers Organization, American Field Service, district advisory councils, ethnic-group organizations. Others have sprung up to meet specific local needs. Whatever their purpose and origin, we must develop a positive relationship with these groups in order to rely on their support. This support can be achieved by our willingness to involve them in our professional activities.[14] Constituted groups, as well as interested parents and community members should be invited to participate in on-going evaluation and revision of instructional programs. They should be asked to contribute their expertise to the classroom and their opinion to the development of new programs. Only when they have acquired a clear understanding of our hopes and of the value of that which we have to offer, can they give us the benefit of their support and influence within the community.

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[13] The *Guide to Foreign Information Sources* may be obtained from the Chamber of Commerce of the U.S., 1615 H St., N.W., Washington, D.C. 20006.

[14] The Rotary, which is international in scope, has established an exchange program for students from the United States, France, Mexico, South America, West Germany, Scandinavia, New Zealand, and Australia.

The foreign language profession, until recently, has remained apolitical and academic, adopting the aloofness and assumed dignity of a 'take-it-or-leave-it' attitude, refusing to 'blow its own horn.' It is *now* becoming politically active under the threat of program cut-backs. In most cases where community support has been generated, the effort has proven successful, giving evidence that this latent support exists, waiting only to be triggered into action. We are the ones responsible for mobilizing these forces, and it is obviously better if we do not wait for the threat of a crisis to act; community support should be nurtured at *all* times. In our democratic society, this popular support is the only true power at our disposal. We will gain access to it if we are able to deliver the instruction which our public needs and desires.

A foreign language teacher's active, individual participation in local service organizations and in the democratic process *may greatly enhance communications with the community in general.* In the subcommunity of a school or a college or university campus, there is no excuse for the failure of language faculty members to participate in institutional governance and extracurricular activities. The benefits to be gained from such participation are intangible and incalculable—but also indispensable.

One segment of the community can be particularly helpful: the representatives of various employment areas, private and public, which value the skills we develop in their prospective employees. They have proven eager to participate in awareness programs, student assemblies, presentations for the community, interviews for the media.

Professionals in Other Disciplines. The foreign language profession has long been accused by other segments of the teaching profession of isolating itself. Our traditional reluctance to deal with the entire school population, regardless of its level of academic ability, is only now beginning to break down in the face of severe declines in foreign language enrollments. Yet an open, democratic approach is indispensable if we expect to receive any support from our colleagues in other disciplines. This support within our institutions is in turn vital to our efforts to reach students. This need to address ourselves to all students is implicit in our Credo, the message we are trying to bring to the public. All students can benefit from the study of a second language. Acceptance of this premise implies not only a rejection of our traditional elitism but an active move in the direction of interdisciplinary curriculum.[15] This activity should not be limited to cooperation with fellow teachers in other disciplines, but should also reach out to guidance personnel and administrators with information and involvement.[16] The importance of integrating foreign language education into the total curriculum must be made obvious to the entire educational community. To that end, we must demonstrate the worth of our teaching and our willingness to show flexibility and commonality of purpose. We must contribute to other curricular areas and involve administrators and colleagues in our programs and activities.

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[15] In New York State, two agencies have been established involving foreign language teachers and other disciplines. The New York State Council of Educational Associations was formed a few

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years ago; its membership includes representatives of the state associations of teachers of reading, home economics, young children, health, physical education and recreation, agriculture, the handicapped, English, music, science, social studies, mathematics, art, industrial arts, foreign languages, business, speech, driver and safety education, and health education occupations. Also represented are state associations of educational secretaries, school librarians, attendance officials, school nurses, school administrators, and subject matter administrators. These associations have joined forces at the state level to provide unified support for various educational programs, especially legislation. Their varied activities include the publication of a *Newsletter*, a strong liaison with the State Education Department through a Sub-Council of Presidents which meets three times annually with high officials, editors' workshops, an annual Leadership Conference, two meetings of the Association, the hiring of a legislative intern to represent NYSCEA, the cosponsorship of an Arts in General Education summer conference, and a statewide conference on the arts and humanities. NYSCEA's research committee also publishes occasional papers on such topics as *Quality Educational Programs K-12 by Discipline in N.Y. State.*

The Staten Island Cooperative Continuum of Education is a borough-wide educational project involving public, private, and parochial schools from the primary level through graduate school. It is a cooperative endeavor which was inspired by the belief that each of the individual educational institutions on Staten Island could benefit from the strengths of the others. Participating in the project at this time are the four colleges of Staten Island, the six public and ten private and parochial high schools, the thirty-four parochial elementary schools, and the forty-six public elementary and intermediate schools of Community School District 31. As a result of the cooperative efforts of this network of educational institutions, a number of meaningful programs have emerged. These programs have been designed to meet the differing needs of individual students and staff, to strengthen and broaden existing educational programs, and to have a positive impact within the schools of the community. The implementation of these programs was made possible through grants furnished by private foundations (Ford, Carnegie, and Hazen), and they have been further supported by personnel and funds from the educational systems themselves.

[16] An excellent article which treats the working relationship between foreign language teachers and guidance counselors is: Helene Loew, "Guidance a Go-Go," New York State Association of Foreign Language Teachers *Bulletin* (January 1973).

How Can We Communicate?

Anita Monsees

STUDENTS: WALKING ADVERTISEMENTS

When a group of seventh, eighth, and ninth graders turns up at a school board meeting sporting T-shirts that proclaim *Lingua Latina vivit* that is communication of a very special sort. This occurred when the Ithaca (N.Y.) School District threatened to drop its Latin program, and the incident serves as a striking example of the most powerful communication medium to which educators can lay claim: the students.

Every enthusiastic student is a walking advertisement for foreign language study —an advertisement that reaches fellow students, teachers in other disciplines, and parents and other adults outside the school. They are the living testimonials to the value of our 'product'—a product which to some extent can be said to sell itself, as any quality product does.

Nonetheless, in the marketplace of education, as in the more overly competitive commercial marketplace, rivalry is keen, and motivated students constitute favorable publicity for many other disciplines in addition to our own. So merely being a good teacher, and stirring up student enthusiasm, is not necessarily good enough: like the commercial advertiser, we must learn to 'position' our products, to package them attractively, and to identify the most effective means for reaching our target markets.

POSITIONING THE PRODUCT

If we assume that the position of foreign language study is, as suggested earlier, that it is of value to anyone who pursues it and can be a valuable component of a broader educational program, then, by implication, *we would be well advised to seek ways to sell our product in conjunction with other, related disciplines.* Such cooperative ventures find their parallels in the commercial world, particularly in 'tie-in' promotions. For example, the Sunshine Biscuit Company offered consumers a coupon that could be redeemed for a half-gallon of milk with the purchase of a package of a certain kind of cookie. Result: cookie sales went up, and milk sales went up along with them. Such tie-ins usually involve making 'deals' on both sides. Partnerships are uneasy businesses at best, and it takes some adapting on both sides to fit in with each other's priorities, timetable, and modus operandi. However, the reinforcement that can result from 'marrying' foreign language study to, say, a business curriculum makes the accommodation well worthwhile.

There is in many ways a striking parallel for foreign language education in the cookie-milk tie-in promotion. Milk, like foreign language study, has always been considered 'a good thing.' For generations, dairy farmers have assumed that people would buy their product simply because it was there. But in recent years, milk sales have dropped alarmingly; consumers are substituting soft drinks, avoiding cholesterol, or rebelling against rising prices. Yet, in spite of drastic financial reverses, many dairy farmers continue to resist the need to promote their product. And while they do so, one dairy farm after another goes out of business. At the same time, where dairymen have invested money in milk promotion, there is convincing statistical evidence that milk sales are taking an upward turn.

A LITTLE HELP FROM OUR FRIENDS

But what can foreign language teachers do to promote their product? They have no funds to invest, no dollars to pay advertising or public relations professionals. What they do, they must do themselves. Yet there is a great deal of help at hand—far more than most of us realize. Every community is rich in resources, ranging from those that are highly visible, such as the newspapers and electronic media, to the kind that must be ferreted out, such as a public relations professional looking for 'A Cause.'

DEALING WITH THE MEDIA

In approaching the news media, the inexperienced will often agonize over their inability to write a news release or a radio announcement, emphasizing the technical stumbling blocks rather than focusing on the message. True, an editor does appreciate receiving material in usable form; but the forms are easy enough to learn. What is less easy, and far more important, is recognizing the newsworthiness of what one has to say.

Common sense is the guide in dealing with media. Anyone who reads newspapers with reasonable care should be able to write for them. Editorial style is becoming less rigid than it used to be, but the rule of "who, what, when, and where" in the first paragraph still serves well. Editors still cut stories from the bottom up, so the most important items should be in the early paragraphs; news stories should not read like the minutes of a meeting.

News photographs are better left to the professionals, however. Snapshots just won't do. As a rule of thumb, there should be no more than three people in the picture, and they should be doing something interesting—not looking at a program or lined up facing the camera.

Radio and television pose a bigger challenge to the amateur, but they tend to compensate for this by offering more help. Since both media are committed to apportioning a certain amount of their time to public service, larger stations often have public service directors—people whose sole function is to work with community groups. Public broadcasting stations have a particularly strong community commitment, and in communities where there is Community Antenna Television still further opportunities may present themselves on the cable television channels.

Nor are these the community's only media. Large businesses and industries often have house organs and other internal publications which need material.

The local chamber of commerce may have publications that would welcome contributions dealing with local educational programs. Fraternal, ethnic, religious, and other organizations may publish newsletters and magazines.

As for those technicalities which seem to hover so menacingly over the volunteer publicist: think of them as a second language. Those who are fluent (editors, program directors, public service directors, public relations professionals in agencies or industry) are usually happy to teach what they know to others—or to act as interpreters. In many communities, these professional people stage workshops specifically aimed at volunteers. In Syracuse (N.Y.), for example, such an annual workshop has been held by Women In Communication, Inc., a professional journalism society, for more than a quarter-century.

Every time we turn to someone in the community for help in telling the foreign language story, we are making another potential friend for our cause. While not everyone we talk to may see the light, there may be a substantial number of pleasant surprises. And, of course, the more influential members of the community we can get on our side, the stronger our case.

THE CELEBRITY GAME

The next step is to seek the support of influential people beyond the community. Everyone needs heroes, and we are currently in the midst of an advertising vogue which makes liberal use of celebrities in selling products. So we may ask ourselves: if Catherine Deneuve and Ricardo Montalban can sell automobiles, why should there not be a celebrated Someone to sell foreign language study?

The subject has certainly been explored. The New York State Association of Foreign Language Teachers (NYSAFLT), for example, offers a publication, *Quotable Quotes*, which contains foreign language-endorsing statements from a variety of statesmen, educators, and others. NYSAFLT has also organized a radio campaign on more than fifty stations throughout the state, using tapes (made available through the Joint National Committee for Languages) of such people as Carroll O'Connor, Peter Falk, and Johnny Cash. The "Chapter News" section of *Hispania* regularly contains quotes, from celebrities both living and dead, urging the study of foreign languages in general and Spanish in particular.

The 1972 Northeast Conference *Reports* contain several letters from prominent personalities stressing the value of a second language. Among the authors were Pierre Elliott Trudeau; King Hussein of Jordan; and John Cardinal Wright.

There is no dearth of celebrities to endorse the product. At the same time, a certain caution must be exercised. While we have no Federal Trade Commission insisting that our star must indeed drive the car he advertises or eat our brand of breakfast cereal, we do have the effectiveness of our message to worry about: does a testimonial to foreign language study from one who does not himself speak a second language carry great weight? Therein lies a potential trap.

'EVERYDAY' PEOPLE

Perhaps a safer course is to eschew the celebrity and instead make maximum use of the 'everyday' people for whom a second language plays a significant role. Again citing NYSAFLT, just such a point of view is reflected in a series of radio spots which the Association is considering producing. NYSAFLT members have sought testimonials from former students who are using their language study in a practical way. Which in a sense brings us full circle to the premise that our students are the living testimonial to our product—are indeed in a sense the product itself. Like any product built to last, they continue to reflect our teaching throughout their lifetimes.

Proud as we are of these students, there is another group who are even prouder: their families. There is no more potent force available for communicating the foreign language story. A community "Friends of Foreign Languages" group can accomplish more to keep language study alive than any number of media extravaganzas or any amount of entreaty from foreign language teachers themselves.

It is too seldom recognized that the way to influence decisions at the top is often by indirection. Where, for example, a school board will listen with polite inattention to the pleas of its own teachers (who cannot, after all, appear entirely disinterested), it will listen very attentively to a community group whose disinterestedness is obvious and which is capable of mustering support through personal contacts, letters to the editor, clubs and organizations, and other influential channels. As astute politicians long ago learned, the citizens committee is the most effective pressure group in the world.

HOW TO BRING PRESSURE, GENTLY

Such groups don't automatically run themselves, of course—they require constant cultivation by the behind-the-scenes professionals—but when they are working right, everything else in the public-communication process easily falls into place. The Latin T-shirts offer a good example: concerned parents organized to fight for retention of a Latin program, bringing a pressure on the school board which the teachers themselves could never have equalled, and in the process of doing so achieved widespread favorable publicity for their cause. The key question, admittedly, is: did it succeed? The answer is yes. The Ithaca School Board, while severely curtailing budgets for almost all other programs, reinstated the Latin program.

Not every foreign language department is faced with a crisis, however (at least not all the time), so it is important to build and maintain community support on a continuing basis. Since this is less exciting than a good fight, it takes a little more ingenuity, but one of the most effective ways to do it is through programs, such as special events and awards, that can involve people and organizations both within and outside the schools.

SPECIAL EVENTS

An informal monitoring of professional publications, such as state organizations' bulletins and newsletters, in the past year or two shows the enormous popularity and apparent effectiveness of special events: festivals, language nights, or days involving students and staff from sometimes numerous school districts.

National Foreign Language Week (the week preceding Holy Week) is a natural time for those activities in view of the focus on foreign language education achieved by proclamations from high civil authorities, sometimes extensive media coverage of those events, and the sheer number of concurrent events. Several kinds of events stand out as uncommon successes: an annual French Week[17] (German, Spanish, Hebrew, Italian Weeks), the festivals organized in shopping malls especially during Foreign Language Week and Language Days at university campuses.

These events are designed to provide students and teachers with an opportunity to demonstrate their achievements while focussing the public's attention on their programs. They include a wide variety of activities: student performances, demonstrations, booths on cultural aspects of the target language countries, contests, foodstands, art shows, film showings, sale of crafts, sidewalk cafés, panel discussions, and the like. The business community as well as local civil authorities and foreign countries can be extensively involved. Special events can offer an opportunity for a very special culmination to activities which go on continuously in the schools.

SPECIAL PROJECTS

Foreign language teachers and students can also participate in projects which will underscore the importance of languages. At Wheaton College (Norton, Mass.), enrollment in Russian classes has tripled during the past four years as a result of a special effort put forth by the foreign language department. Every incoming freshman finds a poster in her "Freshman Folder" which states: "Over 20 million people went in for Russian last year: They know something you don't know." This poster quickly attracts one's attention and has been very effective.

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[17] In March 1979, the Metropolitan Chapter of the American Association of Teachers of French and the Bureau of Foreign Languages of the New York City Board of Education cosponsored French Language Week. As a result of many months of planning and effort on the part of the Chapter and the Bureau, French Week was celebrated all over the city. At a public ceremony held at City Hall, the mayor issued a proclamation opening French Language Week. The ceremony was attended by consular officials, teachers, administrators, and the press. Receptions for teachers were held by the French Embassy and the Canadian Consulate; food stores (from supermarkets to department stores) featured French delicacies; libraries displayed books by French speakers from many nations about French subjects; special film showings were held for students of French; guest speakers lectured at many schools; French songs, dances, skits were performed by students; ethnic foods were served in cafeterias and at school celebrations; posters, bumper stickers, and pins announcing French Language Week, paid for by donations solicited from French businesses, were distributed to teachers, libraries, and stores; a preview of a first-run feature-length French film, procured by the French embassy, was held at a local college for French teachers and special guests; bulletin board displays featured materials having to do with French.

Guide books have appeared in several cities recently to assist speakers of languages other than English who wish to visit or seek assistance. Two of the most effective are:

New York Multi-Speak City. This comprehensive guide to New York City was cooperatively developed and published by Open Doors (sponsored by the Economic Development Council of New York City), the Public Relations Department of the New York Port Authority, and the Bureau of Foreign Languages of the New York City Board of Education. It is designed to acquaint students with the multilingual, multiethnic nature of New York City and to guide them through the languages and customs of the area. There are sections on careers, trade, communication media, the arts, and sports, all developed from situations where the use of languages and knowledge of ethnic traditions are documented.

Washington, D.C., en español. For the Bicentennial, the students in several schools of Prince Georges County (Maryland) developed a guide to the Washington, D.C. area in Spanish. The booklet is illustrated with photographs and gives the Spanish-speaking visitor much information usually available only in English.

ACTIVITIES IN SCHOOLS FOR STUDENTS, PARENTS, AND PUBLIC

On-going activities in the school should include curricular and extracurricular activities which involve students, colleagues from other disciplines, administrators and board members, parents, and community members.

The curricular activities may deal with the planning and implementation of program design or revision (goals and objectives, instructional resources and methodologies, evaluation procedures). The institution of a standing committee on curriculum may be the first step in the direction of reliable communications with our entire public. The segments of the public which are offered the opportunity for responsible participation in the shaping of the school's programs can be expected to develop a sense of commitment to those programs and to become their fervent supporters.

The extracurricular activities designed essentially for students include clubs and various groups identified by special interests related to foreign languages and cultures. They should also involve colleagues, administrators, and community members as active participants or consultants. Their special talents or expertise should be sought and used to form groups interested in music, dance, theater, culinary arts, travel, archaeology, current events. The performances of these groups can act as the 'concerts' and 'games' of foreign languages, demonstrating to the general public the skills and knowledge developed by our students.[18]

In-school events for students, parents, and the public need not be limited to students' performances. They should also include informational programs, panel discussions involving community experts on topics such as foreign languages and careers or other topics of interest.

Existing facilities within the school can be used regularly to bring foreign languages to the attention of the entire school. The public address system can be used to make announcements in foreign languages and to broadcast foreign music in the morning before classes begin and during the lunch hour. Radio and television stations within the schools and colleges (where they exist) should be used to reach the community with instructional, informational, or recreational programs. Bulletin boards and display cases should also be used to promote foreign languages. Language clubs, corridors, or houses can be organized on the secondary and college levels.

Special sports events with opposing teams representing different language groups can be organized: soccer games, bicycle races, *bocce* or *pétanque* tournaments. At Christmas time, the entire school can be treated to foreign language carols. The thrust of the activities must highlight the foreign language program and its contributions to the school's total educational scene.

Community members with specific talents, experiences, or skills to offer the foreign language program should be systematically involved in the instructional program as situational resources or permanent volunteer aides. Their potential uses can be surveyed on the occasion of open houses and back-to-school nights which attract a majority of parents.

PROFESSIONAL MEETINGS

Professional organizations offer a unique means of communication within the profession through their publications and conferences. Their budgets make it possible to undertake information programs aimed at the general public. All AAT's, ACTFL, and the Association of Departments of Foreign Languages have publications which are used to disseminate information to their members on national, regional, and local levels.

Teachers can gain access to these information and communications systems by becoming members and engaging in a number of activities:

(1) Attending and promoting attendance by fellow teachers at meetings and conferences;

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[18] Hood College (Frederick, Md.) sponsors a bi-annual Poetry Recitation Contest for students from public and private schools in the District of Columbia, Maryland, Pennsylvania, and Virginia. Students of French, German, and Spanish are given an opportunity to demonstrate their ability in the language of specialization. Prizes and books are donated by embassies of several countries, and the public is invited.

(2) Disseminating the information gathered at such meetings in their own schools and communities if applicable;
(3) Contributing articles and presentations for the purpose of disseminating information within the profession;
(4) Assuming leadership in organizations at all levels;
(5) Inviting administrators, guidance staff, and colleagues from other disciplines to foreign language conferences and meetings;
(6) Promoting the participation of community leaders in the foreign language organizations' activities;
(7) Collaborating on special projects with professional organizations representing other curricular areas.

RECOGNITION FROM THE OUTSIDE

Ethnic organizations, such as the Sons of Italy, Société St. Jean-Baptiste, Steuben Society, and Sons of Norway, have a vested interest in encouraging foreign language study and may choose to recognize student achievement through scholarships or other awards. Commercial organizations, too, can often be made interested in such awards programs. Several of the fast-food chains, for example, allocate substantial portions of their budgets to community relations, with emphasis on young people; they are usually open to suggestions. Perhaps, instead of the obvious 'best athlete' award program, recognition could be given to academic achievement, including foreign languages.

Such recognition begins within the school, of course, and may express itself through honor societies or the more visible (to the community at large) means of a "Who's Who in Foreign Language Study" in a given school, community, or region. The Board of Directors of the Northeast Conference, realizing that more language students should be among those recognized, created an Award for Excellence in Language Study for students at the secondary level. Certificates are sent to teachers for presentation to students, whose names appear in the *Reports* of the following year.

Recognition need not be reserved for students. Several state associations of foreign language teachers, who are helping to promote the study of foreign languages, are presenting annual awards to people outside the schools. Such awards may recognize the help of media people, citizens' group members, etc.

MAKING THE MOST OF EVERY EVENT

It must be emphasized that giving awards and holding special events, while worthy in themselves, must not be allowed to become ends in themselves. These are the kinds of events that interest the media. While they will probably not achieve front-page status in *The New York Times*, there is an excellent chance of local coverage—provided some planning is done.

A timetable needs to be set and adhered to: when to announce the event; if it is an event of sufficient magnitude, how many pre-event announcements there should be and what aspect each should deal with; when public service radio and/or television announcements should be run; who from the media should be invited and how and when. When the event is over, good use can often be made of the documentation; one good rule observed by public relations people is: never throw away a clipping and see that plenty of photographs are taken.

SPEAKERS' BUREAU

Among the ways in which this documentation can be useful is in preparation of a standard presentation for a speakers bureau, one of the key methods for reaching community groups. Speakers need not be the foreign language teachers themselves, provided each speaker is well-equipped with something to say. Nor need it literally be a speech: an audio-visual presentation is an ideal communication tool which helps broaden the base of available speakers since the presenter is not required to be an orator or an expert. Creating an audio-visual presentation should present few problems to teachers who are already using multi-media for teaching.

How does one recruit speakers for a speakers bureau?—usually with a little arm-twisting, but also with the promise that they won't be sent out unprepared. A speakers' training workshop is an excellent idea, in which each participant has an opportunity to develop and polish his or her own presentation, with the help of comments from the rest of the group. This method requires some time—at least a day, away from telephones and other interruptions—and can entail numerous costs, depending on circumstances. Nevertheless, the time and effort will produce effective results. Students, too, make extremely effective ambassadors, since they rate high in popularity with community groups and provide splendid reinforcement for a speaker or other presentation.

The responsibilities of setting up a speakers' bureau do not end with recruitment of speakers and provision of a presentation. Community organizations must be contacted and appearances scheduled and publicized. If possible, every speaker should be equipped with printed material to leave as a reminder: a synopsis of the presentation, for example, a program identifying student participants, or a song sheet if the group enjoys a sing-along. Having established a relationship with the organization, the foreign language group needs to follow up with appropriate news of its activities for the organization's newsletter, with active seeking of support when foreign language issues arise, or with an award if appropriate.

THE IMPORTANCE OF ORGANIZATIONAL SUPPORT

The dues structures of professional associations vary widely, and the services they are able to provide to members vary accordingly. Since those services include communication on behalf of the membership with publics outside the profession, scrutiny and evaluation of the dues structure from time to time is probably in order. While there is no way in which the communications responsibility can be entirely lifted from the shoulders of the individual foreign language teacher, the burden of implementation can be considerably lightened through a well-financed organizational public relations program.

Indeed, it is difficult to conceive of achieving any genuine political clout without strong organizational backing. The individual professional simply lacks time for lobbying, for in-depth study of issues, and for keeping in touch with pending legislation affecting foreign language issues. Effective political action is usually a well-balanced blend of two key ingredients: expert representation in direct communication with legislators and a broad base of support at the grass-roots level.

What can be done on behalf of foreign language study has been made dramatically evident in the last few years in the decisions handed down on bilingual education, notably the U.S. Supreme Court decision mandating bilingual education wherever there is a child whose native tongue is not English. In Louisiana, the law goes a step further, by providing that any group of twenty-five or more voters can insist on the teaching of any particular language. In Connecticut, a bilingual system of instruction is mandated when twenty or more students speak a dominant common language other than English. In California, a state law provides for special salary increments for state government employees who use a second language in their work. In New England, each state governor has named a French cultural commission to preserve and expand the Francophone potential inherent in New England.

POLITICAL CLOUT AND HOW TO ACHIEVE IT

If such landmark decisions could be brought about by the advocates of bilingual education, should not the advocates of second language study be able to rally their arguments and forces to their own cause? They should, of course, but it is no news that foreign languages, like art and music, are considered by many to be less than essential—scarcely surprising in view of the growing evident lack of respect for our own language. The students who wore the *Lingua Latina vivit* T-shirts, and the parents who encouraged them to do it, are comparatively rare.

Yet hope should not be abandoned; accommodation is one of the watchwords of politics, and the fight for survival of foreign language study is assuredly political. Accommodation, however, does entail some self-sacrifice; that is inevitable. The degree of self-sacrifice required varies with the individual. For those who are convinced that the old ways are the best ways—and many academically oriented people are—it is extraordinarily difficult to step into the role of marketer and seller of an academic discipline. Yet, that is what is called for.

FACING THE COMPETITION

The fact is that foreign language study is competing with everything else in the marketplace today. Like it or not, we are in competition with everything from computer programming to comic books, the career choices and the faddish whimsies, the 'relevant' mini-courses and the irrelevant vogues. Here and there, the humanistic viewpoint prevails; here and there, recognition is given to the practical value of foreign language study; but in most places, learning a second language now is simply not 'trendy'—and that is what counts.

So—though it may hurt—it becomes necessary to *make* foreign language study trendy, to capture the interest of young people by making use of their own images, to be as slick as the purveyors of soft drinks or blue jeans; in essence, to talk the young people's language in order to persuade them to learn yours.

KING KONG SPEAKS UP FOR FOREIGN LANGUAGES

As the public relations committee of NYSAFLT pondered the best way to help members promote Foreign Language Week in 1976, the committee agreed that something startling was called for. Proclamations from high officials were still in order; so were suggestions for Foreign Language Week observances that might be carried out in individual schools—but there should be more. What the committee came up with did not delight every NYSAFLT member, but it did make a genuine effort to appeal to the students on their own level. It was a poster showing King Kong, the cinematic hero of the hour, clutching his female victim. The great ape is saying, "Grrowf! Umph! Mmrrah!" while his friend laments, "Oh, if only I could speak your language!" No one pretended that it was dignified. Neither does anyone pretend that it converted thousands to foreign language study. But it did get the message across, and unquestionably it made some friends; that is the way communication works, one step at a time.[19]

The King Kong poster is an extreme example of what many foreign language teachers are already practicing in the classroom: a position of language study with respect to popular culture. Probing the great literature of a language is not for everyone, however regrettable that may be; for that matter, neither is probing the great English literature. But to see (or hear) another language as living, useful, applicable to everyday life can turn many young people on.

There may be a certain ironic significance to the fact that, in reporting the T-shirt incident, the *Ithaca Journal* in a photo caption translated the slogan as "Long live Latin." The mistranslation, slight as it might seem to the casual observer, nonetheless does a substantial injustice to the message that the T-shirt wearers and their supporters sought to proclaim: not simply the imprecation "Long live Latin," but the ringing affirmation "Latin lives!"

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[19] In Virginia, bumper stickers appeared with the slogan: "Virginia Is for Lovers—Have an Affair with Foreign Languages." The AATSP, in conjunction with the Joint National Committee for Languages, has prepared an effective booklet aimed at students: *A Second Language—Your Key to Understanding.*

Conclusion

A CHARGE TO THE PROFESSION: COMMUNICATE!

It is obvious that there are "New Publics" which the foreign language profession must meet, become involved with, and with which it must communicate effectively. We have long disregarded these publics, and it may be that the future of the profession depends upon our ability to make the general public responsive to our convictions and concerns regarding the value of language study. And, before we can hope to communicate effectively with these new publics, we will need to articulate better among ourselves and not only exchange ideas about foreign language learning and teaching but formulate a real continuum—FLES through college. The opportunity for us to communicate and to project a more positive image of foreign language teaching is here now—because the language teaching profession can no longer afford the luxury of isolationism, either within the profession or with the public at large.

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Appendix

SOURCES OF INFORMATION FOR THE FOREIGN LANGUAGE TEACHER

Amer Assn of Teachers of French (AATF)
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Tel. 217-333-2842

Amer Assn of Teachers of German (AATG)
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Amer Assn of Teachers of Italian (AATI)
Pres. Joseph E. Laggini
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Amer Assn of Teachers of Slavic and East European Langs (AATSEEL)
Exec Sec-Treas. Joseph Malik, Jr.
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Tel. 602-884-2841

Amer Assn of Teachers of Spanish and Portuguese (AATSP)
Sec-Treas. Richard B. Klein
Holy Cross Coll
Worcester, MA 01610
Tel. 617-793-2200

Amer Classical League (ACL)
Miami University
Oxford, OH 45056
Tel. 513-529-4116

Amer Council of German Studies (ACGS)
Secretary
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Tel. 215-574-8250

Amer Council on the Teaching of Foreign Langs, Inc. (ACTFL)
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Assn of Depts of Foreign Langs (ADFL)
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Center for Applied Linguistics (CAL)
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Council on International Educ Exchange (CIEE)
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Classical Assn of New England
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Modern Lang Assn of Amer (MLA)
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Tel. 212-741-5588

Northeast Modern Lang Assn (NEMLA)
Exec Sec. Michael N. Stanton
Department of English
University of Vermont
Burlington, VT 05401

Teachers of English to Speakers of Other Langs (TESOL)
Exec Sec. James E. Alatis
School of Lang and Ling
Georgetown University
Washington, DC 20057
Tel. 202-337-7264 or 625-4569

For names and addresses of representatives of state foreign language associations, see the list of "Organizational Members of ACTFL" which appears each year in the October issue of *Foreign Language Annals.* Lists of names and addresses of state foreign language supervisors and editors of journals and newsletters of interest to foreign language teachers appear each year in the December issue of the same journal.

1977 Northeast Conference Award Article

Christina Bratt Paulston
and Howard R. Selekman
University of Pittsburgh

*Interaction Activities in the Foreign Language Classroom, or How to Grow a Tulip-Rose**

This paper reports on a project using a foreign language for free communication in a beginning language class. The original impetus for the project was found in two articles, one by Wilga Rivers[1] and one by Christina Bratt Paulston.[2] The first part of the paper outlines the conceptual framework; the second reports on classroom procedures and techniques.

There are many indications that standard audiolingual theory in foreign language teaching is outmoded. We deliberately use such a word for, in many cases, it seems that we are merely exchanging one set of assumptions for another without much empirical evidence. Some of the more extravagant claims of the cognitive codists accurately reflect the current fashions in linguistics, but evidence to support these claims is still lacking. In these days of claims and counterclaims in the foreign language teaching field, we might do well to look for areas of consensus.

* The authors are the recipients of the 1977 Stephen A. Freeman Award on the basis of this article, which originally appeared in *Foreign Language Annals*, 9 (1976), 248–54. Copyright 1976, The American Council on the Teaching of Foreign Languages, Inc. Reprinted by permission.

[1] "Talking Off the Tops of Their Heads," *TESOL Quarterly*, 6 (1972), 71-81.

[2] "The Sequencing of Structural Pattern Drills," *TESOL Quarterly*, 5 (1971), 197-208.

There is increasing change from an emphasis on teaching to an emphasis on the learning situation, along with interest in individualized instruction and a recognition that learning strategies vary with individuals. There seems to be general, if vague, agreement that exclusively teacher-centered learning is not the most efficient way to teach. No one argues with Wallace Lambert's findings that one of the most basic factors in language learning is motivation.[3] The conclusion for the classroom teacher should be simple: it would make sense to structure the situation so that the student learns through meaningful communication with his peers in a situation he enjoys. As we say in Swedish, it is simple enough to say 'tulip-rose,' but another matter to grow one.

The unstated assumption is that our objectives in language teaching have not changed; we are still mainly concerned with giving our students linguistic and communicative competence in a foreign language, knowing when to say what to whom in a comprehensible manner. Reading courses, translation courses, *explication de texte* courses have valid objectives, but it is only through a clear focus on our objectives that we can evaluate the results of our teaching.

Many of our students read and translate quite well, but when it comes to talking French or German or Spanish they are worse than hesitant, they are tongue-tied and embarrassed. As Rivers points out, we still have not come to grips with our basic problem: how to develop communicative ability, how to engineer the great leap to an autonomous stage of language use.[4] Perhaps communicative language use cannot be taught, but it most certainly can be learned—and opportunities for such learning should become routine in the language classroom.

No student sprang fully-Spanish-speaking from his teacher's forehead, and one cannot deny the crucial necessity for acquiring language skills before using them (skill-getting and skill-using in River's model).[5] Nor can one acquire sufficient skills to communicate in a language if these skills are never used for communication. Thus, the problem becomes one of carefully sequencing learning activities from mechanical mastery of linguistic forms to communicative interaction in language. Sandra Savignon's study[6] points out that students can be quite patient during the form-acquiring stage if they know that they can soon use these forms for a practical purpose.

There are four stages in this process from mechanical learning to free communication: mechanical drills, meaningful drills, communicative drills, and communicative interaction. Two points need to be stressed. Each pattern should be taken through the sequence of all three classes of drills and, if possible, then used in a communicative interaction activity. Often, however, there is no control of language patterns in the communication activity, as the students use the patterns they need and know. Some may object that this is not possible within the time available. It is, if one eliminates the many mechanical drills students are asked to parrot, and instead substitutes meaningful and communicative drills.

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[3] *Language, Psychology and Culture* (Stanford, Calif.: Stanford University Press, 1972).

[4] *Op. cit.*, 72.

[5] *Ibid.*, 73.

[6] *Communicative Competence: An Experiment in Foreign-Language Teaching* (Philadelphia: Center for Curriculum Development, 1972).

The other point is that communicative drills should be present in the classroom within the first week of a beginning course and communication activities not later than the third week. As Rivers puts it, "Where we have been failing may well be in not encouraging this 'adventurous spirit' from an early stage, with the result that the student finds it difficult to move from structured security to the insecurity of reliance on his own resources. . . ."[7] Indeed, with our emphasis on immediate reinforcement of correct response, we may have carefully trained students not to make any response at all unless they know it to be correct.

STAGE 1: MECHANICAL DRILLS[8]

These are the drills which form the core of audiolingual textbooks and which have led to the severe (and justified) criticism of this approach. A mechanical drill is a drill in which there is complete control of the response and only one correct way of responding. The ability to practice mechanical drills without necessarily understanding them is an important criterion in distinguishing them from meaningful drills: if a nonsense word can be inserted by the student as a meaningful word, the drill is mechanical. A drill that can be done chorally is probably mechanical.

Example of Mechanical Drills[9]

Teacher:	Carlos is studying.	Student:	What is Carlos studying?
	Bill is eating.		What is Bill eating?
	The boys are playing.		What are the boys playing?
	The women are cooking.		What are the women cooking?

These drills are necessary in the beginning and intermediate stages of language learning in order to memorize patterns and achieve automatic use of manipulative patterns, i.e., they provide practice in mechanical associations such as adjective-noun agreement, verb endings, etc. They are done rapidly; a ten-item drill should take about seventy seconds. Three drills are usually sufficient for a pattern of average difficulty and are best done chorally to ensure maximum participation.

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[7] *Op. cit.*, 77.

[8] For a detailed discussion of these classes of drills, see Paulston, *op. cit.*

[9] Mary Newton Bruder, *MMC: Drilling for Oral Proficiency in English* (Pittsburgh: University of Pittsburgh, 1972), p. 38.

STAGE 2: MEANINGFUL DRILLS

The expected terminal behavior remains the same as in mechanical drills: automatic use of manipulative patterns. However, the student cannot complete these drills without understanding what he is saying structurally and semantically. There is still control of the response, although it may be expressed in more than one way; there is a right answer, and the student is supplied with the information necessary for responding, either by the teacher, the classroom situation, or the assigned reading. Comprehension-type questions and answers based on assigned readings are in this class of drills. Here is a meaningful drill on the same teaching point as the mechanical drill above:[10]

Teacher:	Someone is eating.
Student #1:	Who is eating?
Student #2:	(Bill) is eating.
S1:	What is Bill eating?
S2:	Bill is eating (an apple).
T:	Some people are studying.
S1:	Who is studying?
S2:	(Jane) and (Bob) are studying.
S1:	What are they studying?
S2:	They're studying (American politics).

These drills should be done individually or, where possible, in small groups or pairs. They should be preceded by a grammatical explanation, and the students should be corrected when they make mistakes. These drills often sound halting after a set of mechanical drills since they are much more difficult for the student.

STAGE 3: COMMUNICATIVE DRILLS

The objective is normal speech for communication, and we must insist on comprehensible speech. The control is very loose, and the student can say whatever he wants; however, the drill is designed to elicit the pattern the class is working on. The difference between this class of drills and the others is that the student now supplies new information; he tells us about himself, what he did or what he thinks. Whatever the answer, the teacher cannot anticipate it.

These drills are time-consuming, and the students fumble and hesitate in a problem-solving approach to language learning, but they are developing communicative ability and enjoying it. Only errors which lead to miscomprehension should be corrected; the student needs encouragement to express himself, and nothing is less encouraging than constant correction of mistakes when the student is concentrating on his message. This is not yet communication, because we are still within the realm of the cue-response pattern. Here is an example of a communicative drill:[11]

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[10] *Ibid.*, p. 38.

T:	Ask (Jane) what she's doing.
S1:	What are you doing?
S2:	I'm (studying English).
T:	Ask (Bill) what he's reading.
S1:	What are you reading?
S2:	I'm reading (a novel).

It is the next step which is most difficult, the leap into autonomous language use.

STAGE 4: INTERACTION ACTIVITY

"We must work out situations, from an early stage, where the student is on his own, trying to use the language for the normal purpose of language: establishing social relations, seeking and giving information, expressing his reactions, learning to do something, hiding his intentions or talking his way out of trouble, persuading, discouraging, entertaining others, or displaying his achievements."[12] Here is our tulip-rose: a situation so structured that the student learns primarily from his peers and has a good time doing it.

These activities tend to be noisy, but the teacher need not be alarmed if his supervisor is not. The students concentrate so hard on their task that they block out surrounding noise. The noise, in fact, attests that language is being used for purposeful communication. Any form of communication is acceptable—gestures, drawings, pantomime, as well as language. The use of the student's native language may get out of hand in beginning classes, but Savignon reports favorably on it; her students learned the phrase very early *Comment dit-on 'x' en français?* This practice tends to limit the native language to isolated vocabulary items, and it teaches the students to talk themselves out of trouble. Vocabulary learned through immediate need tends to be well retained.

Grammar and pronunciation errors should be both expected and ignored, as long as they do not interfere with meaning. The point here, as Rivers points out, is innovation and experimentation with the new language, and constant correction is not conducive to experimentation. If the teacher wishes, he can keep lists of repetitive errors and discuss them later with individual students.

What follows is an account of a series of communicative interaction activities. While acclaim for communicative activities abounds on the theoretical level, there is as yet little in the literature on the technique level which systematically attempts to incorporate implications from theory into classroom behavior. The following is an attempt to do so.

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[11] *Ibid.*, pp. 38-39.
[12] Rivers, *op. cit.*, 76.

BACKGROUND

These interaction activities were introduced in the religious school of a synagogue in Pittsburgh. The sole purpose of Judaic instruction in this school was to preserve and transmit heritage by giving students experiences and practice with congregational, liturgical skills. Recently, an audiolingual program in Hebrew was introduced. The text is quite similar to early audiolingual materials. It contains many drills, most of them mechanical, and has many dialogues to be memorized; pattern presentations often introduce three or four grammatical items simultaneously. Attempts at even pseudo-communication are minute and ill-sequenced in the course of activities, and no communication approaching true interaction is offered until the second level.

The students are twelve and thirteen years of age and attend Hebrew school three times a week. Weekday sessions occur after a full day of public school. They arrive exhausted and are expected to extend their attention span for another two hours. Student interest, for the most part, is minimal; the sole motivation is that attendance is a prerequisite for the Bar/Bat Mitzvah. Many parents have also told their children that whatever they do in Hebrew school is secondary and less important than their work in public school. Mechanical drilling was no solution to the problems, but the introduction of some honest communicative interaction proved invaluable.

Super Spy. This game of interaction has been enormously successful with students, for it is loud, alive, cooperative, competitive, and fun. Students are divided into groups of four or five. Each student in each group has a chance to be a 'spy.' Each round of the game consists of the following:

(1) The spies from each team go outside the room as a group and decide on a secret mission.

The first time we played, we had been studying Hebrew expressions for 'to have to do something.' The spy group was controlled to the extent that their mission had to be expressed in the 'to have to do something' format. Many times the spy group has not been given any guidelines. An example of a secret mission is, "I have to go to the store to buy things for the Sabbath tomorrow." Each spy tests the others to make sure that all spies are sure of the mission and can verbalize the mission in Hebrew.

(2) The spies return to their respective groups, and the groups compete to try to learn the mission from the spy following certain ground rules:

(a) A word of English disqualifies the team;
(b) A ban on asking in Hebrew, "What are you supposed to do?"

Problem solving is an important aspect of this activity. If students found themselves at a loss to express themselves in Hebrew, they could use charades or drawings.

(3) The first team to decode the mission shouts out some appropriate Hebrew expression indicating their success. All teams stop working while a representative from the team—not the spy—verbalizes the mission in Hebrew. If the representa-

tive is incorrect, the other teams get two more minutes to try and determine the mission. If at the end of the two minutes, no one has the correct answer, the spies reveal the mission in Hebrew, and a new round begins.

It is important to note that the instructor makes no corrections. A great deal of peer teaching goes on in such an activity. For example, one girl in her excitement and frustration started tearing at her mouth because she could not think of the right word to finish her question. Another student who was thinking along similar lines followed her question and supplied the missing word. The girl's relief was so great that she shouted "yes" in Hebrew. She will never forget that word. This exercise includes the following important activities for the foreign language class:

(1) Seeking information,
(2) Giving information,
(3) Hiding one's intentions,
(4) Problem solving, and
(5) Displaying one's achievements.

Guilty Party. This is basically a problem-solving activity:

(1) A volunteer is chosen who agrees to be the guilty party. This student leaves the room.

(2) The class, in Hebrew, decides on a particular felony this student has committed, and the guilty party is asked to return to face his accusers.

(3) It is the volunteer's responsibility to find out from his accusers what his felony is—without asking, "What did I do wrong?" I gave no assistance on how to go about this; I was interested to see what the students would do on their own. Usually they asked questions of the following type:

(a) When do I do this? (They did not know past tense yet.)
(b) Where do I do this?
(c) For what do I do this?
(d) Is anyone with me when I do this?

This goes on until the accused makes a guess. If the party cannot arrive at the crime, the class usually tells the student.

(4) The accused is not finished, for he must then defend himself and hope for acquittal. He pleads his case to the class, the class votes, and sentence is passed.

One student was accused of hijacking a plane to Cuba. Having discovered his crime, he asked the class if it were an El-Al airplane. The class responded with an unfriendly, "No!" The defendant than asked if anyone in the class "sees me on the night I take the plane?" A student responded that he had indeed seen him, and that he had a picture of him on the airplane. Defendant: "I want to see it!" (There is a picture of an airplane with passengers on the bulletin board.) The witness walked up to the picture, pointed to a passenger, and exlaimed, "Here you are!" The defendant got up from his chair, took a victory breath, marched over to the picture, and uttered his vindication: "On the plane you can see the name El-Al. You say that the plane I take is not El-Al, and you say that here I am on this

El-Al plane. Then I cannot take the other plane to Cuba!" This turn of events angered the class, and they immediately sentenced him to life in Hebrew school.

The Hebrew used was unabashedly atrocious, but everyone was getting the general idea. Particularly crucial mistakes were noted after the round was completed. These errors were items we had covered in drills and explanations, and the comments were very brief. Everyone gets practice in the following with this activity:

(1) Problem solving,
(2) Seeking information,
(3) Giving information, and
(4) Talking one's way out of trouble.

Direct Line to Hebrew. The intent of this activity was to have the students speak Hebrew on the telephone with a native speaker. A group of cooperative Israelis agreed to help and were appraised in advance of the vocabulary and structures the students should have some control of.

(1) Each student is given the phone number of a native speaker.

(2) The student must call, introduce himself, and indicate why he is calling—in Hebrew, of course.

(3) The student must find out a task that has been planned for him and that the native speaker is ready to give to the student. For example, in coordination with the 'have to do something' structure students were working with, one task was, "You have to bring a prayer book to Hebrew school tomorrow."

(4) It is the student's problem to arrive at an understanding of the task if he does not immediately grasp what the native speaker is communicating.

(5) The student should thank the native speaker and make a proper farewell.

(6) The student should complete the task assigned and be prepared to give the class in Hebrew a summary of the phone conversation and the resulting activity.

Students were a bit nervous but anxious to give it a try. They were very pleased with how pleasant the native speakers were. The students were told that they were speaking with people that did not know English. However, one student reported that at the end of the conversation the Israeli blurted in perfect English, "You speak Hebrew very well." The student was shocked and quickly hung up. This has created a credibility gap which has to be remedied. Nevertheless, this is an extremely valuable experience. The feedback from the Israelis also proved interesting and beneficial. They could spot immediately those who felt secure with the language regardless of mistakes and those who were stiff and afraid to relax. Those students who were stiff indicated that they saw just how far patterned dialogues and practices would take them, and they wanted to try the telephone conversation again.

Students get practice in the following areas with such activities:

(1) Practice in establishing social relations and polite formulas,
(2) Problem solving,
(3) Giving information,

(4) Seeking information, and
(5) Displaying one's achievements.

Radio Free Hebrew. This activity involved the creation of a typical radio program in Hebrew. The following steps involved class and instructor participation in the creation of the program.

(1) The class as a whole decided on the program format.

(2) The decisions regarding program format were reached by the students' listening to a number of radio programs to determine the specific communications in a typical radio broadcast and the order in which these communications occur. This was done outside of class, and students were asked to make lists of the various items they learned from their listening.

(3) Students brought their lists to class, and we put all the various activities on the board. The class then made the choices for their program.

(4) The students decided on the following format:

Announcer: Sign-on and station identification,
Announcer: Announces a song to be followed by news,
Song,
News: Political-social, sports, interview with prominent personality,
Commercial,
Song,
Weather,
Special bulletin,
Time,
Israeli national anthem,
Sign-off.

(5) Students volunteered for the parts they wanted to help create. Some students were individually responsible for parts; others worked in pairs, for example, in creating the interview with a prominent personality. The creator was also responsible for being the broadcaster for his or her part in the program.

(6) The following limitations and procedures were placed on the students while creating their parts in class:

(a) Vocabulary, for the most part, had to come from what students had already worked with.

(b) No dictionaries were allowed.

(c) Students who did not know how to express an item in Hebrew had to go to other individuals and ask in Hebrew, "Do you know how to say 'x' in Hebrew?" or some other appropriate question.

(d) Only as a last resort could a student go to the instructor. The attempt was to use as much peer teaching as possible.

(e) Once students completed their individual contributions, they made copies of their parts. These copies were then distributed randomly so that no one got his/her own part back. Students were told to correct any errors in vocabulary usage and grammar.

(f) Students underlined what they thought was wrong, and the papers were returned to their authors, who were instructed to look over any errors pointed out by the other students. If a student disagreed as to the presence of an error or if a student did not know how to correct an error, the instructor held short conferences to clear up these items.

(g) Students were told to go home and learn what they wrote, not for purposes of memorization, but for expressive delivery in imitation of radio announcers. Students were told that during the broadcast delivery they could have their notes but should maintain eye contact with the audience.

The remainder of the time before the 'broadcast' was spent in rehearsing. The program, which was 'broadcast' before 200 people during evening services at the synagogue, was very successful. Those in attendance also received an English script.

This activity proved to be valuable and productive. It is meaningful, spontaneous (even with limitations), and open to the originality and creativity of the students. For first-year students, the kinds of things they were able to express were an achievement of which they were justly proud. Involved with this project are real interaction activities of:

(1) Entertaining,
(2) Displaying one's achievements,
(3) Giving information,
(4) Learning to make or do something,
(5) Problem solving, and
(6) Establishing social relations.

CONCLUSION

The activities discussed are exercises in 'skill-using' following 'skill-getting' activities. Each exercise is an attempt to have students use the target langauge in typical situations where they are accustomed to using and hearing their native language. They let the student overcome his or her fear of using the language in fairly real situations without the anxiety of immediate negative reinforcement. Enabling the student to muster up the courage to communicate in the language takes place in a non-threatening, free-style framework where all help each other. Students in Hebrew classes where these activities were introduced showed dramatic and gratifying changes. Their efforts to complete the skill-getting exercises became more intense and successful because they wanted to try their ability with a new structure in a skill-using activity. Communicative-interaction activities, of course, did not end all of the problems in Hebrew school, but their motivating capabilities were very high. At the same time, students began early to grow with their new language, using it and their wits for the real thing—communicating!

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Trumbull: Trumbull HS, Lois Froehlich (S), Jane Rossetti (F), Janet Layh (G), Cynthia Cortina (I).

Washington: Shepaug Valley RHS, Steven Gabriel (F,L,S).

West Hartford: Conrad HS, Ann Leggett (S), Jocelyn Senior (L), Rejean Dube (I), Mary Ellen Brynga (G), Virginia Mori (F); **Hall HS**, Paul Miller (F), Luis Alvarado (L), Phyllis Bock (R), Hallie Krechevsky (S), Thomas Lehnhoff (G); **King Philip JHS**, Tammy Gross (S), Leslie Rademacher (L), Linda Shainfarber (F); **Northwest Catholic HS**, Roger Cyr (F); **Plant JHS**, William Taylor (S), Juliet Hastings (F), Wendy Katz (L); **Sedgwick JHS**, Hilary Eustace (S), Beth Furnivall (F), Andrew Schaschl (S); **Talcott JHS**, Richard Swietek (F).

West Haven: West Haven HS, Kim Calechman (F), George Romanik (G), Ann Crocco (I), George Richards (S).

Westport: Staples HS, Adele Patterson (F), Nadia Kubik (G), Jessica Banthin (L), Amy Kesselman (S).

West Redding: J Barlow HS, Deborah Hornstein (F).

West Simsbury: Westledge S, Thomas Weast (S).

Wilton: Wilton HS, Elizabeth O'Hearn (F,R), Sabrina Watkins (S), Cynthia Loening (G).

DELAWARE

Claymont: Archmere Acad, Robert Terifay (F), Michael Beers (S), Jesse Park (G).

Dover. Holy Cross HS, Victor Celio (F), Bernard Jones (S).

Frankford: Indian River HS, Michelle Robbins (F).

DISTRICT OF COLUMBIA

Washington, D.C.: Eastern HS, Roy Brunson (S); **Sidwell Friends S**, Sally Kudney (F); **T. Roosevelt SHS**, Andre Mason (G), Denise Johnson (S).

FLORIDA

St. Petersburg: St. Petersburg HS, Patricia Roe (G), Marie Murphy (F), Nancy Bell (S).

MAINE

Lewiston: Lewiston HS, Gary Gilbert (F).

Skowhegan: Skowhegan Area HS, Theresa Poulin (F), Julia Farnsworth (L).

Waterville: Waterville SHS, Colette Sirois (F), Susan Newhard (S).

Yarmouth: Yarmouth HS, Mary Anne Higgins (F).

MARYLAND

Baltimore: Archbishop Keough HS, Janine Good

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* Abbreviations are C for Chinese, F for French, G for German, H for Hebrew, I for Italian, J for Japanese, L for Latin, R for Russian, and S for Spanish.

MARYLAND (Con't.)

(F), Sheila Mosmiller (S); **Balt Luth HS**, Charles Haller (F), Holly Hertsgaard (G); **Card Gibbons HS**, Gary Lancelotta (S); **Cath HS**, Barbara Hannah (S), Diana Tittoni (F); **Lake Clifton HS**, Beckie Jorn (G), Karen Weiss (S); **Milford Mill HS**, Carol Rosenthal (F); **Mt St Joseph HS**, Thomas Warren (G); **Parkville SHS**, Kimberly Schuyler (S); **Roland Park Country S**, Mira Davidovski (F); **John Carroll School**, Thomas Sapitowicz (F), Angela Thomas (S); **High Point HS**, Stephen LaPointe (S), Michael Thompson (G), Andrew Luck (R).

Bladensburg: Bladensburg SHS, Janice Hill (F).

Edgewood: Edgewood SHS, Joseph Kuffra (G).

Ellicott City: MT Hebron HS, James Rees (S), Jennifer Stevens (F), Pamela Wright (G).

Garrison: Garrison Forest S, Susan Clark (F), Kathryn Evans (L), Erica Losemann (S).

Hyattsville: Regina HS, Marie Finn (S).

Kensington: A Einstein SHS, Jeanne Nakamura (F).

Oxon Hill: Friendly SHS, Mary King (F), Myra Mansfield (I), Mary Russell (S), Katherine Lomakin (G), Christopher Cherry (S).

Randellstown: Randallstown SHS, Cynthia Hindman (S), Robin Polansky (F).

Riverdale: Parkdale SHS, Eglal Shalaby (F), Gregory Wells (G), Denise Clearwater (S).

Rockville: Broome JHS, Linda White (S), Heather Dick (F); **Col Z Magruder HS**, Martha Barnett (F), Ingrid Staudinger (G).

Potomac: W Churchill HS, Brenda Perry (S), Marcy Schwartz (S), Monique Helfrich (F), Patricia Trainor (G).

Salisbury: JM Bennett SHS, William Cutchin (L), Lydia Senkbeil (S), David Doscher (F); **Wicomico SHS**, Ruth Malone (F).

Silver Spring: Northwood HS, Karen Mark (F), Dayna Trivette (S).

Suitland: Suitland SHS, Donna King (F).

Sykesville: South Carroll HS, Jim Jochen (G), Donna Harrison (S), Karen Pickett (S).

Towson: Notre Dame Prep S, Susan Epstein (F), Susan Holter (S); **Towson SHS**, Anne Testoni (S).

Upper Marlboro: Queen Anne School, Kathryn Clagett (F).

Westminster: Westminster HS, Donna Gurfolino (S), Susan Thompson (L), Elaine Dinst (F).

MASSACHUSETTS

Belchertown: Belchertown J-S HS, Laurie Ann Waite (L), Barbara Jane Loftus (F).

Belmont: Belmont HS, Christine Nahabedian (Armenian), Margaret Drinker (F), Theodore Chandler (G), Michelle Rusk (L), John Dunn (S).

Braintree: Thayer Acad, Ted Veliotis (S).

Boston: Boston Eng HS, Laura Atwood (S), Damaris Perez (S), Nereida Zayas (S).

Bridgewater: Bridgewater-Raynham HS, Dana Woods (F), Susan Harlow (S), Phoebe Hogg (L).

Brockton: Brockton HS, Eleanor Ewing (F).

Byfield: Triton Reg HS, Donna Cressey (F).

Gloucester: Gloucester HS, Pamela Bradstreet (F), Wayne Diefenbacher (G).

Hingham: Hingham HS, Nancy Coughlin (G), Peter Norton, (L), Bette Ferris (F), Nancy Arena (S).

Holyoke: Holyoke Cath HS, Andre Rousseau (F).

Ipswich: Ipswich HS, Martha Frost (S), Aidan Lloyd (F).

Lawrence: Lawrence HS, Myra Rodriguez (F), Donna Ensinger (G), Benjamin Gallo (I), Donna Ramey (S).

Lee: Lee HS, Diana Dalheim (F).

Lowell: Keith Hall, Patricia Fraser (S); **Lowell HS**, Ellen Collins (F).

Malden: Malden HS, Louise Gautreau (F), Rita Cappuccio (S), Marianne Dunn (F), Maria Luise (I), Jody Klayman (F), Patricia Smith (F,S), Amy Brudnick (F), Russell Sampson (F), Marcia Margolies (F,S).

Marshfield: Marshfield HS, Ann Reddy (S).

Mattapoisett: Old Rochester Reg HS, Augustus Nunes, Jr. (S), Mary Worden (L), Holly Wescott (F).

Melrose: Melrose HS, Cheryl Carr (S), John Driscoll (L), Patricia Christianson (I), Martha Leahy (G), Paula Copp (F).

Natick: Natick HS, Gwen Evans (G).

Needham: Needham HS, Gail Allen (L), Karen Cardello (S), Robert Therrien (R), Judith Greene (F), Johanna Brinkhaus (G).

Southwick: Southwick HS, Mark Grzbien (S).

Topsfield: Masconomet Reg HS, Stephen Young (S,G).

Wakefield: Acad of Our Lady of Nazareth, Diana Blake (F); **Wakefield HS**, Audrey Long (F), Glen Cosman (S).

Wellesley: Wellesley SHS, Margaret Malt (F), Joann Stock (S).

West Springfield: West Springfield SHS, Cynthia O'Neil (F), Kevin Walsh (G), Deborah Ugolik (S).

Wilmington: Wilmington HS, James Nee (F,S,G,I, Portugese).

Worcester: Holy Name Central Cath HS, Bernard Turgeon (F), Darlene Mikalajczyk (S).

NEW HAMPSHIRE

Exeter: Phillips Exeter Acad, Christopher Umbach (F), Jean-Michel Valette (G), Virginia Hood (R), Susan Knauer (S).

Lebanon: Lebanon HS, Diane Thompson (S), Beverly Brandt (L), Linda Papademas (F).

Plymouth: Plymouth Area HS, Anne O'Neill (F).

NEW JERSEY

Basking Ridge: Ridge HS, Cynthia Fortenbacker (S), Harald Oeckinghaus (G), Edith Campbell (F), Karl Rausch (L).

Bayonne: Holy Family Acad, Mary Beth Leary (S).

Bayville: Cent Reg HS, Michael Avalone (S).

Berkeley Heights: Gov. Livingston HS, Anneke Mees (F), Sabine Thiel (G), Theresa Sott (S), Judith Seplowin (S), Susan Hoffmann (S).

Bound Brook: Bound Brook HS, Doris Ackerman (S).

Buena: Buena Reg HS, Elizabeth Mesiano (S).

Caldwell: Mt St Dominic Acad, Susan McEnfee (L).

Chatham: Chatham Borough HS, Debbie Smith (S).

Cherry Hill: Camden Cath HS, Concetta Garistina

NEW JERSEY (Con't.) (F,S,I).

Chester: West Morris CHS, Patti Wood (S,F).

Cinnaminson: Cinnaminson HS, Barbara Bell (G), Belinda Quan (F), Linda Leslie (S).

Clark: A L Johnson Reg HS, Patricia Lynch (S), Janice O'Shanny (F), Susan Ting (G).

Colonia: Colonia SHS, Jane Kubar (C).

Demarest: North Valley Reg HS, Philip Dripchak (L), Linda Patti (I), Anne Capeci (F), Agnes Tabah (S), Arthur Ley (G).

Denville: Morris Cath HS, John Nolan (F), Karen Ough (S), Margaret Waud (G); **Morris Knolls HS**, William Johnson (S).

East Orange: C J Scott HS, Andres Toledo (S).

Edison: Edison Township HS, Larry Korczyk (S), Charles Meidhof (G), Robin Silverman (F); **J P Stevens HS**, Steven Tasy (S), Laura Szykowski (G), Amy Tousman (F).

Englewood: Dwight Englewood S, William Lockard (S), Mark Shapiro (F,L); **Dwight Morrow HS**, Eric Ortman (F), Robin Kopit (F), Kathleen Wheatley (S), Diane Lebonitz (S), Nausica Stergiou (S).

Fair Lawn: Fair Lawn SHS, Harry Ballan (F), Lauren Fox (H), Barbara Cohen (S), Linda Artinger (G), Mary De Stefano (I), Janine Smolin (L).

Gladstone: Mt St John Acad, Maria Crespo (S), Kathy Leonard (F).

Glen Rock: Glen Rock JSHS, Joseph Baumann (L), Carol Corvino (S).

Hackensack: Hackensack HS, Richard Lark (S), Donna Barardo (F), Alice Nash (G).

Hightstown: Peddie S, Andrea Walton (F), Paul Lasko (G). Joan Selecky (L), Donna DeMartin (S).

Hillside: Pingry S, Edward Reeves (S), Kathryn Hollister (F), John Furth (G), Todd Solondz (R).

Holmdel: St John Vianney HS, Richard Godfrey (F), Eilleen Cleary (G), Jean Friel (S).

Iselin: JFK Memorial HS, Ellen Naismith (S), John Shoffner (G), Jeananne Chesek (F).

Kearny: Kearny HS, Stephen Woodmaska (S).

Keyport: Keyport HS, Michelle McDonnell (F).

Kinnelon: Kinnelon HS, Marijke Schuurmans (G), Kathy Pezzillo (S), Jill Chalk (F).

Linden: McManus JHS, Catherine Mallouh (G).

Little Silver: Red Bank Reg HS, Cindy Severin (F,G).

Livingston: Livingston HS, Marilyn Stoloff (S).

Long Branch: Long Branch HS, Jane Gerlach (G), Rita Torres (S), Lisa Pedone (I).

Lyndhurst: Lyndhurst HS, Joseph Alessio (F), Jeff Dembowski (L), Linda Beneduce (I), Carol Johnson (G), Donna Saray (S).

Maplewood: Columbia HS, Anthony Amato (I), Debra Merlucci (S), Linda Goldstein (F), Chantol Seyler (G), Scott Freeman (L).

Matawan: Cedar Ridge HS, Melanie Okum (F).

Medford: Lenape HS, Valerie Enfiejian (G).

Mendham: Immaculata HS, Frederika Leighton (S); **W Morris Mendham HS**, Sigita Koncius (G), Wendy Hunn (F), Nancy Loser (S).

Metuchen: Metuchen HS, Alan Olson (F), Daniel Richman (S).

Middletown: Middletown Township HS South, Ted Raab (R,G,F).

Millburn: Millburn SHS, Patricia Bayerlein (G), Stephen Orel (S), Abby Bernheim (F), Walter Herssens (F).

Montclair: Immaculate Conception HS, Mary De Poto (S), Anita Rowe (F); **Lacordaire HS**, Angela Gleason (S); **Montclair HS**, Sandra Allen (F), Laura West (L), Stephanie Owens (S), Daniele Pina (I).

Mullica Hill: Griends S, Victoria Sanderson (F).

New Brunswick: New Brunswick HS, Florence Gardner (F), Maria Andujar (S), Laszle Csernak (G), Roman Rinnyk (G).

North Arlington: Queen of Peace Girls HS, Jean Caviasco (F).

North Caldwell: West Essex Reg HS, Laura Domanico (I), Lisa Petruzzelli (S), Mona Wehner (G), Janet Eisenstein (F).

Nutley: Nutley HS, Mary Citrino (F), Heidi Mader (G), Diane Leonardi (I), Craig Schiffert (L), Barbara Amoscato (S).

Oradell: River Dell SHS, Risa Turner (S).

Palisades Park: Palisades Park JSHS, George Boykow (S), Kathryn Cerutti (F), William Hollar (L), Silvana Scalise (I), Ingrid Vetterl (G).

Park Ridge: Park Ridge HS, Marla Berman (F), Evelyn Strauss (G), Janet Jessen (S).

Parsippany: Parsippany Hills HS, Jette Arenas (S), Melody Benson (F), Elizabeth Harding (Chinese).

Piscataway: St Pius X Reg HS, Raymond Ellersick (G).

Plainfield: Plainfield HS, Jean Wilcox (F), Cindy Thompson (S).

Princeton: St Joseph's Prep S, Mark Gandolf (S).

Princeton Jct.: West Windsor-Plainsboro HS, Kimberlie Trego (F,G), Margaret Merrill (S).

Riverside: Riverside HS, Susan Manuel (S), Steve Moritz (L,S).

Rockaway: Morris Hills HS, Cathleen Friend (F).

Roselle: A Clark HS, Renee Penn (S).

Runnemede: Triton Reg HS, Anna Colavita (S).

Rutherford: Rutherford HS, Patrick O'Byrne (S); **St Mary's HS**, Teresa De Lellis (S), Barbara Schnackenberg (S), Mary Gebhardt (F).

Saddle Brook: Saddle Brook HS, Russell McDonnell (L), Karen Pfeil (S).

Saddle River: Saddle River Country Day S, Rachel Kenzie (F,S).

Somerset: Rutgers Prep S, Richmond Cohen (F).

South Amboy: HG Hoffman HS, Lauren Caballero (F).

Springfield: Jonathan Dayton Reg HS, Caren Buthmann (G), Susan Fern (S), Renee Grimaldi (S), Wendi Hammer (S), Randolph Wissel (S), David Klingsberg (F), Linda Gecker (F).

Summit: Summit HS, Elizabeth Mason (L), Laura Sacco (S), Aline Storey (F), Harold Thieck (G).

Tinton Falls: Monmouth Reg HS, Virginia Goss (S), Gregory Earle (G), Anne Kreider (F), Elizabeth Reuter (L).

Trenton: St Anthony HS, Bernadette Weiss (F).

Union City: Union Hill HS, Marisol Guerra (S).

Upper Montclair: Lacordaire S, Elizabeth O'Brien (L).

Verona: Verona HS, Lynn Ashley (L), Nancy Grossman (S), Julie Shelter (I).

NEW JERSEY (Con't.)

Vineland: Sacred Heart HS, Francis Coslop (S); **Vineland HS**, Christel Knudsen (F), Marian Nani (S), Douglas Pedersen (G), Michelle Bascone (I).

Waldwick: Waldwick HS, Uta Barr (F), Teresa Fowler (G), Allan Van Dyke (S).

West New York: St Joseph of the Palisades HS, Ada Martinez (S), Gloria Fornes (F).

West Orange: Mountain HS, Cindy Peters (S).

Willingboro: JFK HS, George Gross (S); **Willingboro HS**, Raffaela Campbell (G).

NEW YORK

Amsterdam: Bishop Scully HS, David Tokarowski (L).

Avoca: Avoca CS,Terry MacDougal (L).

Baldwin: Baldwin SHS, Robert Frohlich (S), David Schonfeld (F).

Batavia: Batavia HS, Joseph Conklin (F,G).

Bayside: Bayside HS, Susan Abeles (F,H).

Beaver Falls: Beaver River CS, Deborah Wright (F).

Brooklyn: Canarsie HS, Josephine Giovanniello (S,F); **Ft Hamilton HS**, Joseph Macaluso (F), Paul Stabile (Greek), Sally Di Buono (I), Marie Borderon (L), Adelaide Roman (S); **FD Roosevelt HS**, Andreana Napolitano (S), Marius Wechsler (F), Antoinette Genovese (F,I), Tepper Jeffrey (H); **JHS 136**, Zaida Cordova (S); **JHS 275**, Deidre Cooke (S); **Poly Prep Country Day S**, Robert Stackpole (F); **Xaverian HS**, Dominick Tammare (S).

Buffalo: McKinley High School, Anita Lutz (S); **South Park HS**, Timothy McCooey (F), Iris Montes (S).

Cambridge: Cambridge CS, Holly Niles (F).

Center Moriches: Center Moriches HS, Thomas Rodgers (L).

Chatham: Chatham CHS, Michele Wright (F).

Commack: Commack HS, Donna Ruffino (S).

Cornwall: Cornwall CHS, Kenneth Van Buskirk (F).

Delhi: Delaware Acad & CS, Nancy Kruger (G).

Dix Hills: Half Hollow Hills HS East, Catherine Costanzo (F), Frederick Brancati (S), Valdis Dzelzkalns (G), Aurora Ralph (I).

Downsville: Downsville CS, Georgine Reiver (S).

Forestville: Forestville CHS, Susan Dolka (S).

Franklin Square: Carey HS, Elizabeth Rossi (S), Linda Fasano (I), Jeffrey Beil (G), Peter Rao (F).

Goshen: Goshen CHS, Mary Croswell (F).

Greenlawn: Harborsfields SHS, Jeanne McGarry (F), Margaret Munro (G).

Hartsdale: Woodlands HS, Daniel Weiller (F), Eiko Yamamoto (S), Martin Masarech (L).

Hicksville: Hicksville JHS, Lucille Cavagnaro (I); **Hicksville SHS**, Nancy Harman (L), Ilene Levy (F).

Holland: Holland CS, Ellen Szarleta (S), Deborah Folaron (F).

Ithaca: Ithaca HS, Elizabeth Perry (L).

Kingston: Kingston HS, Linda Clausen (G), Cliff Schryver (S).

Levittown: Levittown Memorial HS, Laura Klein (S), Susan Jeheber (F); **Division Ave HS**, John Kavanagh (S), James Doran (F), Thomas Rus (G); **MacArthur HS**, Wendy LeNoble (S), Janice Kerzner (F), Debbie De Joseph (I).

Manhasset: St. Mary's Girls' HS, Laura Censebella (F).

Mexico: Mexico Acad & Central S, Caroline Babcock (S), Heather Waterbury (G).

New York: Bilingual IS184, Crucita Gonzalez (S); **JHS125Q**, Ernestine Bassman (F), Robin Gutowski (S); **Lower East Side Prep HS**, Lynn Grace (F); **St. George Acad**, Anna Leshchuk (F); **St. Hilda's & St. Hugh's S**, Donald Parker (F); **St. Jean Baptiste HS**, Sonia Velez (S).

New Rochelle: Ursuline S, Paula Garzon (S), Marie Levesque (F).

Northville: Northville CS, Melissa ParFitt (F,S,G).

North Tonawanda: North Tonawanda SHS, Amy Zuba (G), Cynthia Cadwell (F), Darlene Montesanti (S).

Oceanside: Boardman JHS, Gina Semigran (S), Judy Lidz (F); **Oceanside JHS**, Lorraine Chanon (I), Debbie Geisler (F), Denise Krause (G), Janice Levine (S).

Pelham: Pelham Memorial HS, Gregory Cornell (F), Anthony Grasso (S), Lesley Kurke (L).

Queens: Grover Cleveland HS, Milena Zavoli (I), Werner Titsch (G), Anthony Dale (F), Ruth Walters (S); **St. Francis Prep**, James Reilly (F,S,I).

Rochester: Brighton HS, Brian Gold (L), Jacqueline Hall (I,S), Sabrina Leetsch (G), Jody Wrona (R), Pamela Patterson (F,S,L).

Rockaway Park: Rockaway Park JHS180Q, Cheryl Kassin (S), Craig Gorham (F), Roslyn Pedlar (S).

Rockville Centre: South Side SHS, Joanna Hofberg (S), Lisa Shuchman (F).

Schenectady: Niskayuna SHS, Kathleen Frain (L), Jeff Overholtzer (F), Sandra Vaivads (G), Joy Dworkin (S).

Shoreham: Shorham-Wading River HS, Betty Canal (S).

Snyder: Amherst Central SHS, Peter Brett (S), James Cohn (F), Lynda Stidham (G).

Staten Island: G. Egbert JHS2-R, Margaret Pascocello (I), June Reschke (I).

Valley Stream: Valley Stream CHS, Douglas Ierardi (F), Elga Gerken (G), Anette Bonelli (S).

Watervliet: Watervliet HS, Pamela Zeph (S), Mona Hazarabedian (F), Therese Curro (R).

Watkins Glen: Watkins Glen CS, Susan LaFever (S), Sue Cook (F).

Webster: HW Schroeder HS, Karin Nelson (F).

Westfield: Westfield Acad & CS, Sue A. Hanks (F).

Williamsville: Williamsville North HS, Karen Kuechle (S).

Yonkers: Saunders Trades & Tech HS, Fernando Maia (S).

OHIO

Blanchester: Blanchester HS, Julie Miller (S).

Chardon: Notre Dame Acad, Barbara Bolton (G,F,S), Lynne Donahue (L,G), Maria Hinger (F), Patricia Kollander (G,S).

Cleveland Heights: Beaumont S, Nancy Busch (S), Marie Merkel (F).

Columbus: McGuffey JHS, Kevin Wright (F); **Wehrle HS**, Karen Holt (F), Mary Durbin (S).

Fostoria: Fostoria HS, Janalee Krick (F).

OHIO (Con't.)

Hudson: Western Reserve Acad, Alison Pryce (F), Charles Baer (G), Joli Maher (L).

Lancaster: Fairfield UHS, Bonnie Dennison (S).

Martins Ferry: Martins Ferry HS, Beth Wilson (F).

Pickerington: Pickerington HS, Debbie Callison (S).

Swanton: Swanton HS, Kim Koralewski (S).

Tipp City: Bethel HS, Susan Davis (S).

Toledo: Central Catholic HS, Donal Miehls (G); **Notre Dame Acad**, Suzanne Dusseau (F).

PENNSYLVANIA

Aliquippa: Hopewell SHS, Diane Platoniotis (G), Michelle Murdoch (F,S), Eric Somerville (L).

Allentown: Allen HS, Lora Miller (I), Jane Swavely (F); **Central Catholic HS**, Donna Rothrock (G), Natasha Stanton (L), Bridget Bigatel (S); **Harrison-Morton HS**, Bonnie Helfrich (G), Theresa Kohl (S); **LE Dieruff HS**, Cynthia Borrell (F); **Raub JHS**, Sarah Kleppinger (G), Thomas Blaisdell (S), Todd Hoffman (F); **South Mountain JHS**, Connie Kavalkovich (G), Deborah Schaeffer (G), Tracey Berger (F), Deborah Key (S); **Trexler JHS**, Frank Petz (G), Elizabeth Howland (F), William Cooperman (S).

Alverton: Southmoreland SHS, Michele Suter (S).

Ambler: Wissahickon HS, Karen Oerter (G), Bill Brown (S), Sheldon Mayron (F).

Bethlehem: Moravian Acad, Peggy Peters (G,F,S).

Danville: Danville Area SHS, Cheryl Adler (F).

Elizabethville: Upper Dauphin Area HS, Martha Henninger (S).

Fairless Hills: Pennsbury HS, Palma Maglio (R), Rhonda Gaughler (S), Alvin Hamilton (G), Lisa Mistler (F).

Greensburg: Hempfield SHS, Alexandra Bryan (S), Gail Williams (F).

Lancaster: Lancaster Catholic HS, Mary-Ann Hull, Kim Trout (S).

Lansdowne: Lansdowne-Aldan HS, Doris Shinberg (S).

Malvern: Villa Maria Acad, Miriam Crivaro (S), Valerie Tenaglia (F), Maria Zulick (L).

Moylan: Notre Dame HS, Christine Taraba (F).

Newtown Square: Marple Newton SHS, Rosalind Resnick (F), Carol Clay (S), Nancy Sullivan (G).

Newville: Big Spring HS, David Bowman (F), Cindy Clelan (S).

Philadelphia: A Lincoln HS, David Boesler (L), Betsy Butterworth (S), Neal Scheindlin (F), Robert Rowland (G); **Archbishop Ryan HS**, Linda Johnson (G), Sandra Ruscica (I), Mary McFadden (F), Rosemarie Arnold (S); **Northeast HS**, Claire Shapiro (F), Haidy Krueger (G), Judy Goldman (H), Adam Eisen (L), Cory Newman (S); **Parkway Program**, Krishna Stone (F); **Springside S**, Elizabeth Minott (F); **TA Edison HS**, Ronal Young (F); **Washington HS**, Jill Bellak (F), Dorothea Haug (G), Lori Cohen (H), Denise Weinstein (S).

Pittsburg: La Roche C, Mary Owcgykowski (F); **Shady Side Acad**, Thomas Blumfeld (F), Christian McCullough (S), Samuel Tisherman (G).

Radnor: Archbishop Carroll HS, Benjamin Ceballow (S).

Reading: Holy Name HS, Natalie Sibilia (S,F); **Mt. Penn HS**, Scott Keller (F).

Rosemont: Agnes Irwin S, Nancy Belcher (F,S).

Sewickley Acad, William Brinker (F), Tom Tiernan (G).

Sharon: Sharon HS, Elizabeth Wells (S), Stephen Brown (L), Frank Safin (G).

State College: State College SHS, Lisa Johnson (F), Fawn Coleman (S), Lynne Shigley (L), Rebecca Rogers (G).

Tyrone: Tyrone Area HS, Cheryl Eigenbrode (F), Kathy Harris (L), Julie Shope (S).

Versailles: E Allegheny HS, Vicki Kach (F), Lori Balog (F).

Wyncote: Cheltenham HS, Jack Yanovski (F), Chayim Stern (H), Ralph Rose (L), Christina Cortese (S).

RHODE ISLAND

North Providence: North Providence HS, Debra Ricci (I).

Portsmouth: Portsmouth HS, Deborah Gomez (P), Donna Sampson (S), Thomas Grossi (F).

Providence: LaSalle Acad, John Ciolli (I), Joseph Pearson (S), Craig Pineau (G), Patrick Tam (F).

Wakefield: South Kingstown HS, Ralph Mitchell (S), Matthew Tuoni (I), Francis Russo (F), Robert Pickart (L).

Warwick: Pilgrim HS, Mary Ellen Catanese (I), Valorie Avedesian (F), Marjorie Sullivan (S), Elaine Pappas (R,F), Susan Phalen (F,S).

VERMONT

Bennington: Mount Anthony UHS, Robert Heacock (F), Jennifer Brown (G), Deirdre Sourdiffe (S), Anne Gould (L).

Brattleboro: Brattleboro UHS, Noel Gembarowski (F), Darlene Gladke (S), Robbin Hertzberg (G).

Plainfield: Twinfield UHS, Barrie Kilton (F).

Swanton: Missisquoi Valley UHS, Louise-Marie Dandurand (F).

Townshend: Leland & Gray UHS, Andrea Garbe (F), Kathy Garbe (G).

VIRGINIA

Arlington: Bishop DJ O'Connell HS, Mary Holland (G), Patricia Hayden (S), Mary Fortkort (L), Mary Ferguson (F); **Stratford JHS**, Stephanie Spencer (S), Kirsten Singer (L); **Washington-Lee HS**, Emily Nieweg (F), Susan Howard (L); **Wakefield HS**, Georgiana Uhler (F); **Yorktown HS**, Peter MacKeith (F), Arpad Voss (G), Andrew Monje (S), Kimbra Kenney (L).

Castlewood: Castlewood HS, Cecil House (S).

Charlottesville: Albemarle HS, Susan Blackman (S), Bernadita Zapata (S), Rodolph Nunn (F), James Riall (F), Ronda Kite (F).

Norfolk: Norfold CS, Susan Stark (F), Christopher Robinson (L), Elizabeth Kollmansperger (S).

Quantico: Quantico HS, James O'Rourke (S), Steve Stewart (F).

Richmond: DS Freeman HS, Linda LeRoy (F), Russell Austin (G), Peyton Chichester (L), Alice McRae (S).

Springfield: W Springfield HS, Barbara Emmert (L), Mary Pat Finn (F), Anne Bodine (G), Kathryn

VIRGINIA (Con't.)
Henderson (S).
Staunton: Stuart Hall, Mary Andrews (S).
Windsor: Windsor HS, Elizabeth Hager (S).

WEST VIRGINIA
Dunbar: Dunbar HS, Mark Smith (S,F).
Fairmont: E Fairmont HS, Shelda McRobie (S).
Morgantown: Univ HS, Johnella Olexa (S).
Oceana: Oceana HS, Debbie McKee (S), Cassandra Vinson (F).
Petersburg: Petersburg HS, Jenette Roby (F).

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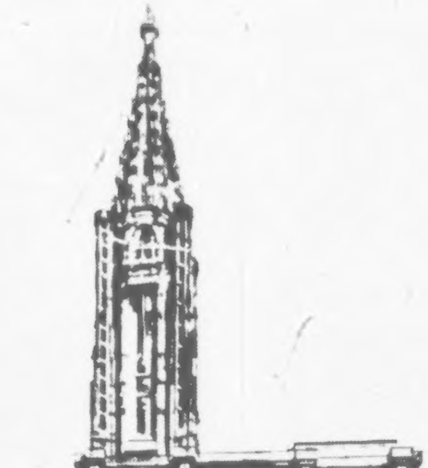

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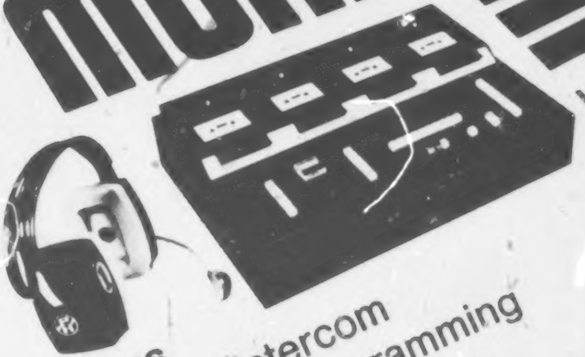

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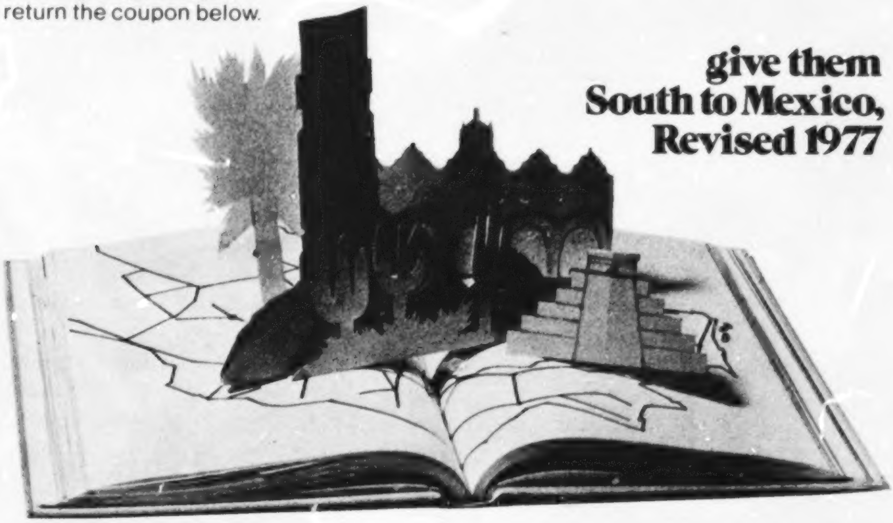

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